FACULTY DEVELOPMENT GOALS AND ACTIVITIES AS PERCEIVED BY FULL-TIME AND ADJUNCT MATHEMATICS AND COMMUNICATIONS INSTRUCTORS IN FLORIDA COMMUNITY COLLEGES

By

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Abstract of Dissertation Presented to the Graduate School
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By

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December 2002

Chair: Dale Campbell
Cochair: Barbara J. Keener
Department: Educational Leadership, Policy, and Foundations

The purpose of this study was to discover the perceptions of faculty, both full and part time, in the disciplines of mathematics and communications, concerning institutional goals and faculty development opportunities, how those opportunities differed from what was offered them, and how faculty choices were affected by independent variables such as gender, discipline, age, experience, degree level, and years at the institution.

This study was a modified replication of work done previously. One-thousand one-hundred ninety-six full- and part-time mathematics and communications instructors in 21 Florida community colleges were surveyed via mail and e-mail. Two-hundred eighty-seven surveys were received (24% response rate). Results indicated that full- and part-time faculty did not differ greatly on the type of activities or goals they think are important for a development program.

Part-time faculty perceived fewer programs available to them than did full-time faculty and did not receive the programs they desired. Full-time faculty listed fewer items they believed part-time faculty should be involved in. Full-time faculty desired little travel, some required programs, payment for travel and workshop expenses as a reward for participation, 1 to 3 days for program length, and programs held at times throughout the year and scheduled during the day. Part-time faculty desired little travel, voluntary programs, payment for travel and workshop expenses as a reward for participation as well as earning graduate credit awarded by a university, one-day programs, and programs held at times throughout the year or at the beginning of the term and scheduled during the day.

CHAPTER 1
INTRODUCTION

The purpose of this study was to discover the perceptions of faculty in selected disciplines, concerning institutional goals and faculty development opportunities, how those opportunities differed from what was offered them, and how faculty choices were affected by independent variables such as gender, discipline, age, experience, degree level, and years at the institution.

Since the 1970s, interest in faculty development has risen tremendously (Aleamoni, 1997; Gaff & Simpson, 1994). The three main reasons for this were increased accountability by education stakeholders, reduction in funding and funding sources, and increased desire for quality teaching and/or improvement in learning (Caffey, 1979; Centra, 1978; Millis, 1994). During this same time frame, there had been an ever-increasing rise in the number of adjunct instructors employed by the community colleges (American Association of Community Colleges [AACC], 1997). The reasons for this were that the adjuncts were less expensive to employ, they provided more flexibility for scheduling in terms of numbers of classes due to changes in enrollment, and they were in touch with their field of expertise and the community overall (Dickinson, 1999; Hammons, Wallace, & Watts, 1978; Rhodes, 1991; Tyree, Grunder, & O'Connell, 2000).

As a result of increased accountability, and the increased number of adjunct instructors, much was stated in the literature concerning the capability (or lack of capability) of adjunct instructors and their effect (positive or negative) on community colleges (Boyar & MacKenzie, 1987; Caprio, Dubrowsky, Warasila, Cheatwood, & Costa, 1999; Samuel, 1989; Thompson, 1995; Wyles, 1998). Also, there was a great deal of research about what a good professional development program should consist of for both full-time and part-time faculty (Aleamoni, 1997; Gappa & Leslie, 1993; Jones & Lowe, 1990; Murray 1998; Nunan, 1989, Overlock, 1994; Quick & Davies, 1999; Roueche, Roueche, & Milliron, 1995; Wyles, 1998).

Many of these same professionals promoted the idea of inclusion of part-time faculty in the college's faculty development program, and several of them added the idea that there were things that should be done especially for the adjunct faculty to ensure their success. However, it *seems* few colleges actually followed through on either of these ideas (Lyons, 1996).

Due to the increased diversity of students that attend college, the documented lack of preparedness by many students, the number of adjunct instructors, the explosion of technology and knowledge in our society, and the absolute necessity of accessibility of all peoples to higher education, the community college (in the rural community in particular) received more consideration for both public and private funding. One study cited that the ultimate goal of this funding was to enhance the resident's access to education and improve the economy in these rural, often economically depressed areas. As a result, one conclusion drawn was that faculty and staff would need to be reeducated in terms of how to provide access to the needed education, in and out of the classroom (Garza & Eller, 1998; Teasdale, 2001). This was most efficiently done through an effective faculty development program (Teasdale, 2001).

A 1993 study interviewed chief academic officers (CAOs) of 1,243 2-year teaching institutions. The researcher asked them to indicate what they felt their level of commitment was in specified areas of instructional effectiveness. Their answers indicated that the *lowest* level of commitment by the CAOs was to organized units that promoted teaching effectiveness, research, and seminars to improve instruction. In what appeared to be a contradiction, 98% of the same CAOs stated that the *primary mission* of their institution was teaching (Hawthorne & Smith, 1993). The literature supported the ideals that faculty development often improved the teaching effectiveness of instructors (Gaff & Morstain, 1978; Sparks, 1983) and, as teaching was improved, learning would improve also (Cross & Angelo, 1988; Levinson-Rose & Menges, 1981).

This paper examined the current state of faculty development for full-time and adjunct instructors in community colleges in Florida and compared and contrasted what they perceived was available and important. It also examined how other factors (gender, discipline, age, experience, degree level, and years at the institution) might or might not have influenced what instructors desired in terms of faculty development. Finally, it examined how institutions compared to one another concerning their faculty development offerings and what instructors desired in terms of the formatting and presentation of these offerings. From this information, under the premise that faculty development enhances teaching practices, recommendations were made in terms of improving faculty development within these and other institutions comparable to them, with the ultimate goal being improving student learning.

Purpose

The purpose of this study was to discover the perceptions of faculty, both full and part time, in the disciplines of mathematics and communications, concerning institutional goals and faculty development opportunities, how those opportunities differed from what was offered them, and how faculty choices were affected by independent variables such as gender, discipline, age, experience, degree level, and years at the institution.

The author wishes to improve faculty development practices and thereby ultimately improve student learning through improved teaching practices. By improving faculty development practices, the author believes, and the literature supports, that classroom instruction will improve, and, as a result, student learning will be enhanced.

Statement of the Problem

Increasingly, community colleges were encountering diverse populations; experiencing increased scrutiny of policies, procedures, and outcome measures; encountering rapidly changing information and technological concerns; and facing staffing concerns never encountered to this point. The focal point of all of these challenges was ensuring that the full-time and part-time faculty were more than just competent in their responsibilities (Foote, 1999; Millis, 1994; Teasdale, 2001). Faculty development had become the vehicle by which the colleges were trying to ensure all the faculty are up to date and "thriving" in their areas of expertise and in the daily operation, policy, and procedures of the institution (Berkeley, 1997; Bess, 1977; Foote, 1996).

The questions to be answered by this study were the following:

1. What did full-time mathematics and communications instructors desire in terms of professional development opportunities?
2. What did adjunct mathematics and communications instructors desire in terms of professional development opportunities?
3. What types of professional development program goals were perceived to be *important* to full-time mathematics and communications instructors at their institutions?
4. What types of professional development program goals were perceived to be *important* to adjunct mathematics and communications instructors at their institutions?

5. What types of professional development programs were perceived to be *available* to full-time mathematics and communications instructors at their institutions?

6. What types of professional development programs were perceived to be *available* to adjunct mathematics and communications instructors at their institutions?

For questions 1 through 6, the following analysis was completed: For selected institutions and for all institutions combined, means and standard deviations were calculated and frequencies of responses were tabulated for each item listed. Descriptive data were displayed using bar graphs.

7. What types of professional development activities did full- and part-time time faculty think part-time faculty should be included in?

For question 7 the following analysis was completed: For mathematics faculty combined, communications faculty combined, and all faculty combined, proportions of faculty supporting involvement were calculated and frequency of responses was tabulated for each item listed. Descriptive data were displayed using line graphs.

8. How did institutions compare in fulfilling their full-time and adjunct mathematics and communications instructors' desires in the area of professional development?

Analysis: For selected individual institutions and for all institutions combined, frequency of responses for desirability greater than "minimally desirable" and availability was tabulated. Next, the percentage of components available compared to the components desired was calculated. From this information, a proportion confidence interval was determined in cases where the number of faculty members desiring that activity was high enough to meet the necessary assumptions (i.e., Institution XYZ provides x% of the faculty development programs their adjuncts desire [+/-]5%). Range graphs were created to illustrate the confidence intervals for all institutions combined with full-time faculty and all institutions combined with part-time faculty.

9. As a group, what were the full-time mathematics and communications instructors' preferred administration and format of faculty development programs?

10. As a group, what were the mathematics and communications adjunct instructor's preferred administration and format of faculty development programs?

For questions 9 and 10, the following analysis was completed. Analysis: For selected individual institutions and for all institutions combined, means, proportions, and/or standard deviations were calculated and frequency of responses were tabulated for each item listed. Descriptive data were displayed using a variety of bar graphs.

11. Were full-time mathematics and communications faculty perceptions of *importance* different than those of the adjunct mathematics and communications faculty at their institution?

Analysis: Independent samples t-test was performed for single institutional data to compare the mean full-time instructor's perceptions with the adjunct instructor's perceptions. An ANOVA was performed for between institution data.

12. Were full-time mathematics and communications faculty perceptions of *availability* different than those of the adjunct mathematics and communications faculty at their institution?

Analysis: An independent samples t-test was performed for single institutional data to compare the mean full-time instructor's perceptions with the adjunct instructor's perceptions.

13. How were the variables of gender, discipline, age, experience, degree level, professional aspiration, and institutional location associated with the full-time instructors' ratings of importance of goals and desirability of activities?

Analysis: A multiple regression was computed for the "Importance of Faculty Development Goals" subscale, which involved questions 22-33, and for the "Desire for Variety of Development Activities" subscale, which involved questions 34-50.

14. How were the variables of gender, discipline, age, experience, degree level, professional aspiration, and institutional location associated with the part-time instructors' ratings of importance of goals and desirability of activities?

Analysis: A multiple regression was computed for the "Importance of Faculty Development Goals" subscale, which involved questions 22-33, and for the "Desire for Variety of Development Activities" subscale, which involved questions 34-50.

15. What did full- and part- time faculty perceive as goals of their institution?

Analysis: For selected individual institutions and for all institutions combined, proportion of faculty indicating perceived importance was calculated and frequency of responses was tabulated for each item listed. Descriptive data were displayed using line graphs.

Delimitations and Limitations

The following were delimitations of this study:

1. The study was limited to mathematics and communications faculty, both full-time and adjunct in Florida, who were members of the Southern Association of Colleges and Schools (SACS).
2. The study focused on perceptions and desires of the full-time and adjunct faculty.

The following were limitations of this study:

1. This study was dependent upon each individual involved answering the survey truthfully and to the best of their knowledge and ability.
2. This study was dependent upon each individual answering the survey questions according to their own perspective and current position.

Rationale for the Study

It will be shown what is desired by instructors in terms of faculty development and what is provided for them, and the differences that may exist; and how factors such as gender, discipline, age, experience, degree level, and years at the institution may or may not impact the type of choices instructors will make in terms of faculty development. By instituting a more comprehensive faculty development program, community colleges will provide a better match for professional development offerings to its faculty, creating a climate of more participation and potentially better outcomes in the classroom.

Significance of the Study

While there were many studies that discussed faculty development for full-time personnel and staff, there were significantly fewer that discussed adjunct faculty development. There seemed to be even fewer studies that discovered what it was that adjunct instructors desired and/or needed to become more efficient and proficient at their jobs. However, adjunct instructors were becoming more "noticed" in higher education due to several factors (accountability, performance based funding, and several issues arising due to using an increased number of adjunct instructors), and therefore, more attention was being given to that area. The information obtained by this study will contribute to the framework of theory supporting effective and comprehensive adjunct faculty development programs in the community college setting (Caffey, 1979). It will aid institutions and other researchers by focusing on what adjuncts desire and value compared to what institutions value and offer as development opportunities. This study will also add to the existing body of literature by not only demonstrating what has occurred in adjunct faculty development programs in Florida community colleges but revealing differences in perceptions between the adjunct instructors and the full-time instructors concerning those offerings and the value of them. In addition, one will be able to see how factors such as gender, discipline, age, experience, degree level, and years at the institution impacted the instructors' goals and activity choices.

As a result of this study, participating institutions had the opportunity to become aware of discrepancies in what their instructors desire in terms of faculty development and what they were receiving. Participating institutions also had the opportunity to examine for themselves the varied desires of their faculty by looking at the "other" factors of gender, discipline, age, experience, degree level, and years at their institution and the faculty's preferences in terms of formatting and administration of such programs.

This study provided benchmarking data for institutions of similar size and FTE generation located in similar areas in the United States. It was hoped that institutions throughout the United States would increase communication with their adjuncts and full-time faculty and improve their faculty development programs by aligning what occurs with what the instructor desires, and therefore improve instruction and learning at their institutions.

Definition of Terms

An adjunct instructor is defined for this study as an instructor who works for the institution part-time, does not have an annual contract, and is not defined by the institution as full-time or temporary full-time. The adjunct instructor also is referred to as a part-time instructor.

A full-time instructor is defined for this study as an instructor who works for the institution on a full-time contract.

A faculty development program is a course/seminar, accumulation of courses/seminars, or series of courses/seminars designed to enhance the professional or personal achievement of the instructional personnel of the college, which will aid them in achieving the goals of the institution. *The terms faculty development, professional development, and staff development are currently used interchangeably in the literature.*

CHAPTER 2
REVIEW OF LITERATURE

The literature review, which follows, provides the reader with the following information: a brief history of faculty development in the United States, successful teaching and learning criteria, a discussion on the proliferation of the use of adjunct instructors, how faculty development enhances teaching and learning, characteristics of good faculty development programs for all instructors and for adjuncts specifically, the prevalence of adjunct faculty development programs and challenges involved, examples of adjunct faculty development programs, and, finally, why involving adjuncts in these programs is essential if the goal is improving learning.

Information was arranged in this way to show the logical progression of where faculty development has been in terms of adjunct instructors, where it is headed, where the research indicated it needs to be headed, and why the literature states the need to progress in a particular manner.

The Community College's Role in Teaching and Learning

While research showed evidence of faculty development as far back as the mid-1800s (Anderson, 1990), a detailed historical account provided by Gaff and Simpson (1994) revealed that professional standards for college teaching were instituted in the early part of the 20th century. Over time, faculty development programs were formed, mainly to encourage faculty to stay current in their areas of expertise. Activities at most institutions consisted of sabbatical leaves, professional meetings, completing advanced degrees, and conducting research. In the 1970s, faculty development began to grow exponentially for the first time. This occurred mainly as a result of intense scrutiny by the public because of student protests regarding poor teaching and worthless courses. Institutions started to include activities that enhanced teaching techniques (such as writing behavioral objectives) and understanding learning skills. In the beginning, the focus was on the individual instructor learning these skills and was heavily influenced by various behavioral theories. Student evaluations (feedback) were instituted on a national level during this time period, with the purpose of improving instruction. The development program usually was administered on a temporary basis by a faculty member and advised by a faculty committee, and the process was removed from any formal structural or review process.

During the 1980s and 1990s, with so much external pressure to show accountability, the faculty development program focus shifted to groups of faculty working together on curricular transformation. Curricular transformation included improving quality, coherence, cultural and global sensitivities, and incorporating basic skills like writing and critical thinking into as many subjects as possible. Improved teaching skills and classroom assessment were also major foci during this period, with new techniques founded in various cognitive theories of learning. These theories suggested that teachers should understand how students learn and thus, develop activities that would capitalize on their abilities. Also in the 1980s, not only did instructional development centers come into vogue but many were funded by hard monies instead of "soft," further demonstrating the administration's commitment to the idea of faculty development. These centers were broad in perspective and multi-dimensional in practice, and they paved the way for the faculty-driven model seen today (Aleamoni, 1997; Gaff & Simpson, 1994; Wilkerson & Irby, 1998).

In 1990, Dale Parnell predicted that more attention would be given staff development because of the fast changing nature of society. For example, the explosion of technology in our society, and the absolute necessity of accessibility to higher education, the community college in the rural community was becoming the center of attention for both public and private funding. Challenges faced by rural colleges were cited as shortage of funding, small student enrollments that impacted curriculum offerings, little program diversity, inaccessibility of professional development programs for instructional and administrative personnel to pursue further educational opportunities, being virtually ignored by the state legislature, and indecision with regard to their appropriate role in the community (Ning, 1998). One study cited that the ultimate goal of funding was to enhance the resident's access to education and improve the economy in these rural, often economically depressed areas. As a result, one conclusion drawn was that faculty and staff would need to be reeducated in terms of how to provide access to education, in and out of the classroom (Garza & Eller, 1998). This could be done most efficiently through an effective faculty development program.

The Wingspread Group on Higher Education report (1993) suggested that if colleges choose to become learning-centered, most of their current practices would be changed dramatically including procedures, processes, curriculum, budgeting, and governmental structures. O'Banion (2000) added, in order for that much change to be accomplished, much retraining of all personnel in all areas would have to take place.

Others pointed out that community colleges have endeavored to service all aspects of the community since their inception, and they are now doing that with a record number of part-time students (more than 60% of community college students were part-time as of 1980); older students; minorities; women; physically, mentally, and emotionally challenged persons; single parents; first-time-in-college students (especially in the rural areas); and socio-economically disadvantaged students. Unfortunately, this also means that the community colleges are servicing many underprepared students whose lifestyles are less than ideal for a commitment to education. Often these students were holding down more than one job, had families, had limited income, and were unsure of their goals (Gleazer, 2000; Nwagwu, 1998; Roueche & Roueche, 1994; Strider, 1994; Thomas, 1987; Warren, 1992; Witt, Wattenbarger, Gollattscheck, & Suppiger, 1994). As a result, community college faculties are having to adjust their approach to teaching in order to reach effectively these populations (Garza et al., 1998; Roueche & Roueche, 1994; Tinto, Russo, & Kadel-Taras, 1996). Institutions are reevaluating the fact that many students often encounter only part-time instructors for the majority, if not all, of their courses (Roueche, Roueche, & Milliron, 1995).

As Parnell stated, there were increased faculty development activities. Not only were most colleges focused on faculty development in some way, but many private foundation monies, professional organization grants, and government grants were available to assist in the planning and implementation of these programs. While many authors stated that much still needed to be done to ingrain the faculty development concept into the institutional culture, much had been accomplished (Anderson, 1990; Gaff & Simpson, 1994).

The Commission on the Future of Community Colleges (1988) stated that the Community College "should be the nation's premier teaching institution . . . should expect the highest performance in each class and be creative and consistent in the evaluation of results" (p. 25). They also recognized that 60% of community college faculty are part-time instructors who are needed and could "powerfully enrich the college through the diversity and breadth of experience they bring to the campus" (p. 12). The commission cautioned, however, that part-timers must be fully integrated into the institutions through professional development and evaluation so that the students will fully benefit from their expertise. Statistically, part-time faculty are the least likely to receive invitations to this type of institutional support (Roueche et al., 1995).

Therefore, while there is a culture that has begun to accept faculty development as a part of the institution, there are also twice as many adjunct instructors (compared to the number of full-time instructors) who are routinely (intentionally or not) excluded from participating in the culture of the institution and, therefore, were often not included in the faculty development process (AACC, 1997; Balch, 1999; Cox, 2000; Gappa & Leslie, 1993; Hammons et al., 1978; Maguire, 1983; Rhodes, 1991; Richardson, 1992; Roueche, Roueche, & Milliron, 1995, 1996). It appeared that this would have worked against the institution's ultimate goals of employee satisfaction and, therefore, student satisfaction.

As stated in Roueche et al. (1996),

> The culture of an organization, as experienced through its *substance* (values, beliefs, and ideologies) and *forms* (policy, procedures, and practices), has a strong effect on the integration of employees. For example, without an underlying value for part-time faculty and policy that demonstrates that value, fostering of part-time faculty members' organizational identification would be problematic. . . . Positive organizational outcomes include employees who are committed to organizational goals and who give strong consideration to organizational welfare and priorities in decision making. Negative organizational outcomes include employee sabotage, personal agendas, and high turnover (p. 36).

Also, according to the Part-Time Faculty Integration Model (Roueche et al., 1996) (Figure 2-1), each person brings to the job many contributing factors. Those factors are either contributors or deterrents from the organization's purposes. History, motivation, and expectations interacted with the strategies utilized by the organization such as socialization, communication, and participation. The resulting identification with the organization was evidenced in the organizational and personal outcomes. Roueche et al. noted that this model was fluid, not necessarily linear, and was a framework for analyzing the integration of part-time faculty.

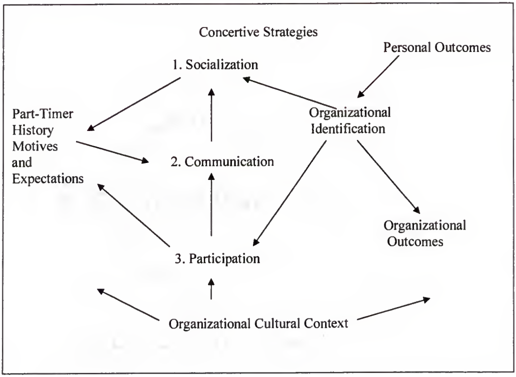


Figure 2-1. Part-Time Faculty Integration Model
(Roueche et al., 1996, p. 37)

Mintz (1999) concurred concerning all faculty members when she stated that "faculty development, in its truest sense, is and must be holistic and integrative of all the needs and activities of the individual faculty member, and what is more, must recognize that these needs encompass . . . both the intellect and the emotions" (p. 32).

Successful Teaching and Learning

Several authors stated that to have good teaching, one must have communication skills, be well informed on subject matter, have the ability to relate that knowledge in a meaningful way (including individualizing instruction), have the ability to evaluate students' progress, and have the ability to be genuine and open with students. Essential within that was an understanding of the various aspects of human development, matching the learner's stage of development and understanding as well as knowledge of student development, motivation, personality factors, intelligence, and how students learn. Another point made was that *content knowledge itself is not a determinate of successful teaching*. Also needed was a thorough knowledge of teaching methods that could be appropriately applied in the classroom to help the students form and reform ideas so they could use the newly acquired information as well as an understanding of cultural influences (Aleamoni, 1987; Dill, 1990; Greive, 1995; Katz & Henry, 1988; Wilkerson & Irby, 1998). The National Council for Staff, Program, and Organizational Development concurred that instructors needed an up-to-date knowledge base *as well as* exceptional teaching skills to adequately convey the information to the students (Overlock, 1994). Others were convinced that in a fast-changing technological society that was customer-driven, teachers were going to have to understand more about the "psychology of learning and human development," (p. 20) and be able to deliver the information in a variety of instructional and organizational formats, where the result is "outcome-driven, rather than subject-driven" (Davis, 1995, p. 18). In a 1982 national study, full-time and permanent part-time community college instructors who were considered exemplary by their administrators and their student achievement rates were interviewed. The instructors cited four areas that they felt had made teachers effective: planning and organizing goals, showing respect and interest in their students, encouraging student participation, and monitoring student progress and responding accordingly. These findings agreed with previous studies that had been performed with the same instrument (Easton, Forrest, Goldman, & Ludwig, 1985).

Quite often, faculty development programs overlooked all these basics of teaching and learning. The development programs offered are likely to be of short duration, cover several topics in a year, and have little application or time to reflect. It was for these reasons that many faculty development programs produced little or no improvement in teaching and, therefore, learning (Katz et al., 1988). In a fast-driven, information-age society, faculty development programs could not afford to be a "quick fix, an add-on, a required set of workshops . . . [it] cannot be something done to us but something that we and the institution undertake together, something that forms the fabric and shapes the identity of faculty life" (Mintz, 1999, p. 35).

While adjuncts were often practicing professionals in their fields, some might not have had the pedigogical training that would enhance their classroom effectiveness. Others had the pedigogical training, but, like their full-time counterparts, found it difficult to stay abreast of the newest information. A well-structured faculty development program could have enhanced their skills and information needs and thereby helped more students to succeed in learning, but often the program was not offered to them (Richardson, 1992). Full-timers, on the other hand, had the access they needed to the programs, but many did not attend as they found the programs boring, unrealistic, inapplicable, or too time consuming (Murray, 2002b).

Full-Time Versus Adjunct Instruction

Certainly, a division of thought concerning use of adjunct instructors and their ability to be successful in the classroom existed. Some said adjuncts were not as qualified, less credentialed, and less experienced than their full-time counterparts. Some had even gone so far as to say that adjuncts could inhibit faculty collegiality and may have created an inequality of teaching services for the students (Balch, 1999; Boyar & MacKenzie 1987; Richardson, 1992; Samuel, 1989; Spangler, 1990; Thompson, 1995). Cohen and Brawer (1996) stated that part-timers were less experienced, had been at their institutions less time, were less likely to hold memberships in professional associations, and had read fewer scholarly and professional journals.

On the other side of the argument were those who stated that adjunct instructors had credentials equal to the full-time instructional personnel and were equally beneficial to the college. Still others advanced the idea that adjuncts were valuable professionals who added a more current knowledge base and ties to the community that full-time faculty did not offer (Balch, 1999; Boyer & MacKenzie, 1987; Caprio et al., 1999; Cohen & Brawer, 1996; Roueche et al., 1995; Thompson, 1995; Wyles, 1998). Studies have also shown that while adjuncts may have had less experience (as demonstrated by less time working at the institution), they were likely to have had more recent graduate training and, therefore, were more current in both literature and practice (Smith, Butner, Cejda & Murray, 2000). Typically, student evaluations and exit exams had shown no difference between full- and part-time instructors (Caprio et al., 1999; Cohen & Brawer, 1996; Miller, Finley & Vanco, 2000; Roueche et al., 1995). One study determined that "institutional involvement" was the best predictive element for teaching effectiveness when it came to adjunct instructors (Miller et. al., 2000).

Whatever the opinion concerning adjuncts, their involvement in the community colleges was not likely to end any time soon and perhaps would increase as money decreased and/or organizational structures changed (Avakian, 1995; Richardson, 1992; Roueche et al., 1995). For example, the Community College of Vermont (CCV) employed over 500 part-time instructors and *no* full-time faculty in their 12-site institution (Newsmith & Buchdahl, 1999). Klamath College in Oregon was organized in 1996 *with the intent* of using mostly adjunct faculty (more than 80%) and with the idea that faculty development for the adjuncts was as necessary for them as it was for the full-time faculty. Klamath also operated with Faculty Administrators, faculty who were responsible for a major area of college administration. Due to this, the full-time faculty were curriculum developers and mentors for the adjunct instructors, a departure from the usual academic structure and philosophy (Smith, Channell, & Hahn, 2001).

Faculty Development Enhances Teaching and Therefore Learning

It appeared imperative to include both full-time and adjunct faculty in the professional development programs that were offered, assuming these programs did, in fact, improve teaching and learning (Sparks, 1983). It was often a fact that many instructors who participated in well-designed professional development programs walked away with many new ideas about how to improve their teaching.

In a study done at 14 (unnamed) institutions involving over 900 faculty, 61% stated that they had introduced a new technique or approach in their teaching as a result of being involved in the faculty development program. Of these, 89% stated that it had improved their teaching effectiveness in some way. A final important point concerning this study is that not only did the faculty feel their skills were enhanced but they also felt they had a greater appreciation for their institution, institutional practices, better relationships with more faculty at their institution, and a greater understanding of the administration and their students. Thus, because of the faculty development program, they were less insulated from other departments within the institution and more aware of their students (Gaff & Morstain, 1978).

In the medical community, a study was conducted looking at the effectiveness of a longitudinal faculty development program as perceived by the instructors. The authors felt that since "skill acquisition follows an established sequence, during which individuals intend to use new behaviors, attempt new activities, and then practice and finally incorporate the skills into their repertoire of abilities" (Elliott, Skeff & Stratos, 1999, p. 52), they would create a longitudinal program that included video-tape review, role plays, and discussion of specific teaching situations. Overall, the authors found that the teachers were nervous about using new teaching styles; and some even indicated they would have regressed back to their old styles, but, given the biweekly reinforcement they received from the group, they began to feel comfortable with the new information and styles and progressed. Participation remained constant throughout the 18-month program, and the program was rated high in usefulness by the participants. It was felt that the social support played as great a role in the changes experienced, as did the seminars themselves (Elliott et al., 1999).

In a replication study done by Easton et al. (1985), the authors investigated the instructional methods of exceptional community college teachers to determine their successful teaching behaviors and techniques. The institutions involved were the City Colleges of Chicago, Cuyahoga Community College, Wayne County Community Colleges, and Metropolitan Community College. The authors pointed out in the discussion section that some evaluation studies were being performed based on the results of their study and the original pilot study by Easton. The authors and others looked at incorporating the identified teaching strategies into the faculty development programs and then evaluated the students' success with the teachers who had participated in the program. They found that the instructors who were involved with the development programs, based on research, reported positive changes in their teaching methodologies. One of the main attributes of the development paradigm that enhanced their teaching was that techniques could be learned by others, they were not innate personality characteristics (Easton et al., 1985).

A study done with faculty who had participated in a Title III project involved interviewing faculty concerning the specifics of their projects, the difference it had made in their curriculum and performance, and the outcomes of the project. Faculty cited over 25 specific differences that had occurred in their skills, knowledge, students, courses, or instruction (Harnish & Wild, 1992).

A collaborative project between Towson State University and five Maryland community colleges resulted in 45 instructors dramatically changing the content of their courses. These changes, which then exposed the students to further learning opportunities, were a direct result of the faculty development program that was specific in scope and purpose.

Determining improvement in student learning is challenging at best. To determine that a particular program is *the* cause of improvement in learning is even more challenging. However, having a clear plan and purpose can help ensure that all available resources are directed appropriately toward the areas of greatest need (Brawer, 1990).

Alfred (1994) stated that to determine if teaching is effective, one must have the following elements: "knowledge of student needs and expectations; evidence of student growth and development; satisfaction ratings of 'external and internal customers' (employers and college instructors); student feedback; insights into organizational culture; and rewards associated with teaching" (p. 265). Alfred stated that three groups are generally used in defining "good" teachers: students, who can describe the teachers' behaviors and characteristics; student outcomes when measured by an "external" person, for instance when a student goes on to the next level in a sequential class, or obtains a job in their field; and educational researchers who attempted to quantify, define, and list criteria for effective teaching. Alfred promoted the idea of at-least somewhat-scholarly, but simple, in-class research to improve teaching effectiveness (e.g., to research whether review sessions prior to the exam promote retention).

With improved teaching, colleges would see an improvement in learning (Angelo, 1994; Foote, 1996; Kang & Miller, 2000); this is a basic, first assumption promoted by the National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTAL) (Cross & Angelo, 1988). There have been difficulties in trying to prove that assumption.

Cross and Angelo have postulated the ideas of classroom assessment and classroom research such as this since the mid-1980s. Cross and Angelo's viewpoint on faculty development was that it could be very effective in improving learning, but almost no one was measuring the results of their programs; and if they were measured, it seemed the programs did not achieve the success they were after. They stated the reasons for this were piecemeal programs that lacked coherence and involvement by faculty for seven main reasons:

- the program focused on teaching and not on learning
- the directors tried to teach information and techniques instead of helping the faculty to transform their skills and abilities

- the specifics of discipline were ignored for the most part, dismissing individual goals that were needed
- a lack of awareness by faculty about their own teaching effectiveness (most think they are more effective than they are)
- lack of motivation due to a sense of the program providing nonspecific information
- programs were perceived to lack substance intellectually
- the programs often lacked structure and long-term commitment to follow-up.

These sentiments were echoed by others as well (Cross & Angelo, 1988; Murray, 2002a, 2002b).

In a study done with 311 SACS accredited 2-year colleges, the lack of evaluation was once again cited. The researcher found that most of the colleges did not have a way to accurately (statistically) measure the effectiveness of their programs. By far, the evaluations were based on the perceptions of the faculty members themselves (Murray, 2002a). That type of evaluation was all too common (Meacham & Ludwig, 1997; Murray, 2002b). While the information may have been useful for some purposes, it did not give an accurate (empirical) indication of how the faculty development program was impacting teaching and learning.

There were some studies found in the literature that documented faculty development improved teaching and, therefore, learning. For example, Levinson-Rose and Menges (1981), examined over 40 studies that described faculty development techniques and subsequent performance by students in the classroom and found that, although techniques with faculty (videotaping, various types of seminars, workshops) may have impacted the degree of results (some more effective than others), it was demonstrated by the vast majority of the studies that the programs positively impacted student learning. It was important to note that a large proportion of these studies were done with graduate assistant teachers, not full-time faculty.

An examination of four such studies across disciplines was done. In all four studies, students' academic achievement and their ratings of their instructors were compared, some at mid-term and post-course, and some post-course with control groups only. In all four, the students showed improved achievement within the course and the instructor received improved ratings in performance. In some feedback-type studies examined by the Levinson-Rose and Menges (1981), they found that mid-term feedback seemed to have positive results in helping instructors to improve, but the results between studies were inconsistent in the literature. Levinson-Rose et al. point out that there was no question that more studies were needed in all of these areas, as it was a difficult area to measure, and often the studies that have been done have not been designed carefully or broadly enough to elicit results that were powerful enough to state causality, or results that were generalizable to a larger population.

In 1994, a case study was done at a large (unnamed) college in the southeast. Funded by a Title III grant to solve several college-wide problems with a comprehensive faculty development program, they endeavored to improve curriculum development and developmental advising in order to observe improvements in academic performance and retention rates. While much of the information was perceived by the instructors and the sample size was small, the researcher showed that participants who attended the faculty development program consistently were more likely to view the faculty development program positively, applied more teaching strategies, and had a pattern of improved retention rates. The researcher concluded that if faculty were pleased with the development opportunities and stayed involved, it would translate to their classroom performance and subsequently student performance (DiMartino, 1999).

Valencia Community College, Orlando, Florida, in a program funded by a Title III grant (1998-99), endeavored to directly measure changes in learning as a result of their faculty development initiative. They found that many of the instructors who were actively engaged in the project made significant improvements in the level of student learning, as measured by student performance and attitudes in semesters pre- and postinvolvement by the faculty (Puyana, Hosman, & Nellis, 2001).

In several other studies, researchers have reported findings of instructors improving their techniques, motivation, awareness, personal growth, and renewal. Other benefits of programs have been increased awareness by those not involved in the program, better communication throughout the school and with other institutions. These authors also pointed out that research in this area must be continued (Alfano, 1993; Bess, 1977; Byler, 2000; Gaff & Morstain, 1978; Sparks, 1983).

Characteristics of Good Faculty Development Programs—Overall

Initially, researchers reported that personal, instructional, and organizational development were components of faculty development programs. The personal development component (also termed "faculty development" by Gaff (1978) with the overall term being "faculty renewal") included activities that fostered faculty growth, such as career counseling. These same researchers included curricular development in the category of instructional development (Bergquist & Phillips, 1975; Centra, 1978).

Faculty development was generally classified by researchers into four components of professional, instructional, curricular, and organizational development within the following parameters:

- Professional: promotes the expertise of faculty members within their main teaching discipline.
- Instructional: focuses on improving the faculty's ability to teach more effectively.
- Curriculum: aims at revising or evaluating the curriculum.
- Organizational: involves faculty members in improving their institution and it's processes where teaching, and decisions about teaching are concerned, including making reward structures appropriate and changing institutional goals and practices to foster a better climate or improve faculty vitality (Brawer, 1990; Centra, 1985; Millis, 1994).

Generally, faculty development encompassed three different types of activities: Self-directed learning (self-initiated activities like class preparation and planning, curriculum/course revision), formal professional development programs (professional organizational meetings, conferences, institutional programs), and organizational development strategies (activities aimed at institutional change as opposed to individual change) (Caffarella & Zinn, 1999).

In a nationwide study, Centra (1978) determined four distinctive categories of faculty development practices: high faculty involvement (activities run for and by the faculty; i.e., incorporating mentors or master teachers), instructional assistance practices (includes utilizing teaching specialists to assist with instructional or curriculum development), traditional practices (such as sabbaticals, load reductions), and emphasis on assessment (ratings by students, colleagues, and administrators). However, Caffey developed an all-encompassing definition: "Faculty development—the purposeful attempt of institutions to provide for the continual improvement and growth of faculty members" (Caffey, 1979, p. 312).

Knowing that faculty development programs played an integral part in improving student learning, one needed to know the specifics of what a good faculty development program consisted of. The literature was replete with suggestions, and several often overlapped. In years past, the most common development programs consisted of release time, sabbaticals, tuition reimbursement, conferences, and workshops (Brawer, 1990). In fact, in a study done with community colleges in the state of Washington, the top three professional practices were sabbatical leave/professional improvement leave, funded professional travel, and seminars and workshops (Anderson, 1989). While these were still listed by most colleges as high ranking, the criteria have grown immensely.

The most noted requirement for a successful faculty development program was that it be administratively supported and faculty driven. Many authors stated that it was important for the faculty to believe that good teaching was valued by administrators and that what was offered was something that was needed and valued by the faculty. It was often noted that without these components, the program would at best be short-lived and at worst, noneffective (Arreola, 1983; Cook, Kinnetz, & Owens-Misner, 1990; Kort, 1992; Millis, 1994; Murray 1999, 2002a; Overlock, 1994). Other components mentioned were that the program needed to (a) be a formal, structured program that contained many types of opportunities not limited to "one-shot" exercises (Brawer, 1990; Hammons, 1983; Murray, 1999, 2002a, 2002b); (b) provide training for new skills and activities (Kort, 1992; Quick & Davies, 1999), and (c) be staffed with a consultant to assist with questions that might have risen, especially with technological issues (Anderson, 1990; Maxwell & Kazlauskas, 1992; Quick & Davies, 1999).

It was important for the success of the program (and the faculty) that the participants had plenty of time to assimilate what they had learned, time to work with one another, time to work with their own course design, and time to incorporate the new skills and ideas without the fear of failure or embarrassment (Bohnenkamp & McMahon, 2002; Kort, 1992; McKeachie, 1987; Meacham & Ludwig, 1997; Rowe, 1999). It was important that the "consumers" had a positive experience based on the aforementioned factors, in order to be comfortable and successful (Anderson & Middleton, 2002).

Another, more recent suggestion found in the literature was to tie the faculty development program to an evaluation component for the faculty member. If faculty were evaluated, then it made sense that some intervention occur as a result of that evaluation, in order to improve further in the strong areas and to build up the weaker areas. One without the other simply would lead to frustration or futility of effort (Aleamoni, 1990, 1997; Arreola, 1983; Murray, 1999; Smith, 1981).

However, as a general rule it was reported that faculty evaluation and course evaluation were viewed by faculty with apprehension, suspicion, fear, and outright hostility; and often administrators took an apathetic or resistant view of faculty development and evaluation because of cost and control issues (Arreola, 1983; Redmon, 1999). As a result, some cautioned that tying the evaluation to personnel decisions could be more destructive than constructive, as many factors, including political ones, came into play. Evaluation was promoted in this manner strictly for instructional improvement. However, there was a concern that if there were no consequences, the persons who needed the program the most might choose not to be involved (Aleamoni, 1997; Smith, 1981).

> Faculty development is fundamentally linked to faculty and course evaluation as both have the same goals of improved student performance. The parallel development of the two efforts seems to rest on the simple fact that an increased emphasis on evaluating faculty and courses naturally has provoked the question "What is to be done with or follow from what the evaluations have revealed?" (Aleamoni, 1997, p. 32)

It was noted that in a national study of 230 colleges, the vast majority of institutions utilized their evaluation processes to determine curriculum changes and to validate their programming decisions, but not necessarily to evaluate their instructors (Grant, 2000). In a study of rural Arizona community colleges, it was determined that all participating colleges described their purpose for faculty evaluations as formative, and targeted improvement in the classroom. However, few planned implementation of the evaluation for these stated purposes, and rewards and resources were not available to assist faculty in pursuing professional development on their own if they desired to improve deficient areas. Also, these same evaluations were used in personnel-type decisions with probationary faculty; the evaluative processes were not consistent within or between colleges; and some of the systems were created with virtually no faculty input, which caused the faculty great concern and distrust of the evaluative system (Watson, 1995).

Peer Evaluation was often mentioned as a valuable and viable method of instructional improvement (Aleamoni, 1987, 1997). At the University of California at Berkeley from 1979 to 1982, the institution established the Teaching Evaluation Consultation Service (TECS). First, the team of consultants (from within the institution) utilized the faculty who had received the Distinguished Teaching Award in the past and surveyed their students concerning their instructor's teaching techniques. The students rated them "high" on certain items. The consultants discussed the results with the faculty, asking them what types of procedures or activities they thought they had utilized to receive that rating. The consultants then developed a slate of ideas of that resulted in describing good teaching. The ideas were written up and keyed to the original questions, and then other faculty were invited to use the original survey in their classes. Within a year, those faculty sat down with the consultants and then were given feedback about the three or four "lowest" items identified by the students and suggestions for improvement based on the pool of ideas originally generated. At the end of the next semester in which the instructor taught that course, the student survey was administered again. The results were then compared for each faculty member.

While this process was time consuming and expensive, it was effective in helping instructors improve. In order to continue the improvement and hold down costs, it was suggested that the instructors receive their results and Teaching Idea Packets that related to each questionnaire item, along with the Berkeley Personal Teaching Guides, which were individually tailored Teaching Idea Packets. Unfortunately, providing the questionnaire results and teaching packets without the consultant proved to be fairly useless. Most of the faculty found it was too cumbersome and time consuming (Wilson, 1987).

Mentoring was nearly always mentioned as an effective portion of a faculty development program. Mentors were asked to be everything from knowledgeable about college policies, structure, and philosophy to tutor to coach to confident to career counselor and everything in between. This helped the faculty mentee assimilate the college culture and expectations in the department (Miller et al., 2000; Smith & Wright, 2000). Self-evaluation was also often mentioned as part of a complete faculty development program, including teaching portfolios (Aleamoni, 1997; Boyar & MacKenzie, 1987).

Individualized training, including such resources and techniques as Instructional Development Centers, use of Instructional Technology Specialists, faculty exchange programs, and microteaching with peer and video feedback, had all been shown to be very successful in helping instructors improve instruction (Bakutes, 1998; Levinson-Rose & Menges, 1981; Maxwell & Kazlauskas, 1992).

Finally, in any faculty development program, an emphasis was given to Information Literacy—how and where to find needed information, how to determine the value of the information, and what could be done with the information—keeping in mind the importance of how to utilize the technology and information in the classroom to enhance teaching and learning. This was especially important in the Information Age and the swiftly approaching Bio-Technology Age (Alverno College, 1998 handout of competencies; Oliver, 2001; Quick & Davies, 1999; Rowe, 1999). Many faculty desired to use the new technologies, but many had not felt they possessed the skills or training to be successful (Rowe, 1999).

It appeared that student evaluations of teaching were mostly accurate and useful, if the suggestions were heeded by the instructor. While some students may take the "opportunity for revenge," due to a low grade, it has been demonstrated through research that, for the most part, students were fair, accurate, and reliable in their judgments (Aleamoni, 1987). It should be noted, however, that student evaluation alone was not sufficient to improve instruction since "change requires more than evaluative information" (Stevens, 1987, p. 37).

A model suggested by Stevens stated that instructional improvement programs must take into account the entire person and all the factors that surround them in order for positive change to occur (see Figure 2-2).

Overlock (1994) concurred that change cannot and will not occur unless the individuals concerned are convinced of a need for change, *and* are developmentally ready to change. An individual preparing a faculty development program must consider adult learning theory and focus on meeting the individual needs in order that the organizational needs can be met.

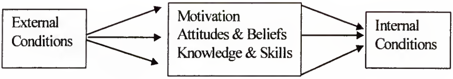


Figure 2-2. State of the Instructor
(Aleamoni, 1987, p. 35)

As stated previously, faculty evaluation was an integral part of the faculty development program. Authors of research in this area recommended that faculty be involved in the design of the evaluation program, that the evaluation system have several components and not rely solely on student evaluations, and finally, that the system should incorporate several different competencies and fairly acknowledge differences in faculty assignments. Imperative to that process were clearly defined values and clearly defined parameters within each of the areas to be evaluated. For instance, what would be evaluated? Who was going to evaluate the instructor (student, department chair, peer); would more weight be given to one evaluation method over another? Developing a matrix for all to follow kept the process defined and more objective, which made it easier to adapt if a union was involved. Composite type ratings could then be used as a component in determining promotion, tenure, and merit pay raises (Aleamoni, 1987). Perhaps more importantly, if enough criteria were examined and instructors were rewarded within the system for improvement, the system could be an integral part in helping an instructor improve their teaching practices (Aleamoni, 1987; Cross & Angelo, 1988).

Characteristics of Good Adjunct Faculty Development Programs

Good faculty development programs for adjuncts consisted of no less than what has been described previously. However, there were additional criterias found in the literature that would be included specifically for adjuncts.

Drake (1984) surveyed community colleges in all 50 states concerning what guidelines should be created for staff development programs for adjuncts who taught college-credit courses. He received a total of 369 responses from adjunct faculty (n = 77), presidents (n = 87), vice presidents/deans of instruction (n = 111) and department chairs (n = 93). The list that was approved by at least 70% of them was as follows:

a. adjunct faculty development programs should be based upon a clearly stated, written philosophy
b. have a statement of goals and related objectives
c. have goals and objectives approved by reasonable representation of the part-time faculty to be served
d. have goals related to the goals of the college
e. include a publicly stated commitment by the president and the administration regarding the importance of developing and maintaining a faculty development program for the part-time faculty
f. provide for top-level administrative support to create and maintain an institutional climate conducive to staff development activities for the part-time faculty
g. provide for adequate funding to meet stated goals and objectives
h. provide for clearly established responsibility for planning, design, implementation and evaluation
i. involve part-time faculty in the planning process
j. involve part-time faculty in the design process
k. involve part-time faculty in the implementation process
l. involve part-time faculty in the evaluation process
m. provide for assessment of institutional needs concerning use of part-time faculty
n. provide for assessment of the professional needs of the part-time faculty
o. provide for assessment of staff development resources within or near the college
p. identify and design a core of specified essential activities to facilitate the participation of virtually all part-time faculty members
q. design other staff development activities to enable participation by the largest possible number of part-time faculty members
r. provide appropriate incentives and rewards for participation

> s. include provisions for continual program evaluation
> t. include indications of improvement in the instructional competencies of individual part-time faculty members as part of the continual program evaluation
> u. provide for interaction between part-time and full-time faculty members
> v. provide for interaction between part-time faculty members and college administrators; and
> w. be implemented in a personalized manner so part-time faculty members understand that they play an important role in the mission of the college and accept the need for faculty development. (Drake, 1984, pp. 86-88)

The guidelines that were not agreed upon by 70% or more of the respondents were

> a. provide a wide variety of personal and group activities which enable it to be tailored to meet individual needs
> b. require participation in these essential activities as a condition of employment; and
> c. link program evaluation to part-time faculty evaluation. (Drake, 1984, p. 88)

Others in the literature concurred with Drake's findings and added other ideas, also. Among those additional ideas suggested were to provide services that made the job of teaching easier. Examples of those were as follows: I.D. cards; parking stickers; office space/storage; secretarial/word processing services and support; copying/duplicating access; and student contact capabilities via mailbox, voice mail, e-mail, and computer access,. The additional services were especially important for evening instructors. Also, information on basic processes and rules (i.e., how to use the mail system) were continually reported as important by adjunct instructors (Burnstead, 2000; Gappa, 1984; Hammons et al., 1978; Roueche et al., 1995; Smith & Wright, 2000).

An area often mentioned in the literature was that of providing adjuncts/part-time employees with clear contractual expectations, including a job description, expected office hours, syllabus requirements, and complete information about the performance review system, which included Individual Development Plans (IDPs) (Gappa, 1984; Roueche et al., 1995).

Another suggestion that seemed of paramount importance in helping adjuncts teach effectively and efficiently was to provide an adjunct/part-time employee orientation program. Within this, it was suggested that the institution provide a handbook of procedures of the college, provide a tour of the college and its facilities, provide a resource book of teaching/learning methods, and provide a mentoring program for new part-time faculty (mentors could be full-time faculty or experienced adjunct/part-time faculty) (Boyar & MacKenzie, 1987; Caprio et al., 1999; Foote, 1999; Gappa, 1984; Hoss, 1998; Rabalais & Perritt, 1983; Roueche et al., 1995).

Since adjunct instructors were often "last-minute hires," researchers have found that it was important to provide instructional support for adjuncts/part-time faculty. This included providing examples of a course syllabus, exams, and handouts, especially if they were, in fact, a "last minute hire." Along with that type of mentoring assistance, the institution would provide peer assistance, perhaps even peer review, to assist with teaching skills (Boyar & MacKenzie, 1987; Foote, 1999; Gappa, 1984; Roueche et al., 1995, 1996; Wyles, 1998).

This concept was tested with a large community college in Florida. Lyons (1996) found when interviewing 12 participants who were new adjunct faculty that their effectiveness was related as much to their level of comfort with themselves, their skills, and their situation as to anything else. Lyons concluded that the mentor must consider the whole person when providing their valuable service, or it may not be nearly as effective. Lyons also stated that the mentees were often reluctant to reveal confusion or lack of knowledge because they were afraid of looking weak, especially with the mentor. He suggested that mentors be individuals who were able to be proactive, nonthreatening, and able to understand and explain the resources the institution had to offer.

Others suggested that institutions would allow and even encourage adjunct/part-time faculty to participate in departmental meetings and activities as well as other college committees, and textbook selection. (Boyar & MacKenzie, 1987; Foote, 1999; Gappa, 1984; Roueche et al., 1995, 1996; Wyles, 1998).

While there was some controversy over whether to include adjuncts in the full-time faculty's development program or create one particular to the adjuncts, all authors agreed that adjunct faculty needed to participate. Some suggested that adjuncts should be allowed, even encouraged, to be on the faculty development committee(s) (Burnstead, 2000; Foote, 1999; Grant, 2000; Richardson, 1992; Roueche et al., 1995).

Also mentioned in the literature was that it would be helpful if the institution would make a clear connection between the faculty development program and the reward structure and ensure that faculty knew that good teaching was valued by the administration. Finally, suggestions to provide "degrees/levels" of job security—possibly related to participation in faculty development programs, and to relate "levels" or "grades" of pay for adjunct/part-time to participation in faculty development programs. (Levels or grades of pay, referred to adjuncts moving up in seniority, and perhaps pay grade but not necessarily an expectation of employment. Some institutions categorized people as Adjuncts, then Part-Time, then Affiliate.) (Burnstead, 2000; Gappa, 1984; Lewis, personal communication, March 18, 2000, Parkland College; Murray, 1995).

Prevalence of and Challenges Involving Adjunct Instructors in Faculty Development Programs

While authorities in the field understood what a good faculty development program consisted of for full-time and adjunct faculty, it seemed few institutions were able to do much for adjuncts, while others were providing all of the basics as well as amenities that most could only dream of. For instance, one community college in Florida reported having no faculty development program in place at all, much less for adjunct faculty. In comparison, a community college in Kansas provided adjuncts with amenities such as paid sick leave, tuition reimbursement, and opportunity for advancement within the adjunct ranking (Phillips, 2000).

The Community College of Aurora in Colorado (CCA) had adopted the philosophy of student-centered teaching. As a result, this community college had instituted New Faculty Orientation (NFO), a Faculty Mentoring Program (experienced adjuncts were paid for one semester to mentor new adjuncts), a Mid-Semester Problem Solving session, paid adjunct faculty development workshops (sometimes developed by adjuncts), and year-long projects. Adjuncts comprised 90% of their faculty in an institution that served 5,500 students (Caprio et al., 1999).

Much more common was that reported in research done by Grant (2000). In a study of 230 community colleges nationwide, it was found that 90% of the institutions had a formal faculty development program, and all had some form of development for their adjuncts. However, *none* of the colleges had programs designed especially for the needs of adjunct instructors, with the exception of a faculty handbook at a few of the institutions.

In a study completed in 1982 (Leslie, Kellans, & Gunne), it was reported that 84% of the colleges and universities provided no formal orientation for part-time faculty; and less than half of those surveyed stated they made syllabi available for the new part-timers. Finally, it was reported that only 31% of the community colleges surveyed provided a formal orientation (Leslie, Kellans, & Gunne, 1982). In a separate study completed on the Washington community colleges, it was found that as the ratio of full-time to part-time faculty *decreased*, the number of personal development activities such as stress management, time management, and interpersonal skill development increased (Anderson, 1990).

The lack of programs offered to adjuncts were reportedly caused by cost of implementation as well as logistical and political concerns (Maguire, 1983; Moe, 1977; Phillips, 2000; Richardson, 1992), and lack of interest (Moe, 1977; Thomas, 1987).

Cost was the primary issue with regard to anything that was undertaken at the colleges studied. However, the cost for funding a program for adjuncts seemed even more expensive when it was realized that some who were trained today might not be there in 3 months. Justification of these expenses were difficult at best, especially if one had a board or an administration that did not understand the adjunct's value to the college (Miller, Finley, & Vanco, 2000; Richardson, 1992). Roueche et al. (1995) argued, on the other hand, that adjuncts were not really much less expensive if the institution was involving them the way they should in terms of enculturation and development.

Another issue was logistics. Adjuncts typically had jobs other than at the college, so scheduling events, classes, even orientations was very frustrating for everyone involved (Maguire, 1983; Moe, 1977; Richardson, 1992).

Given the varied schedules, more than one of the same event might have had to be scheduled. As a result full-time faculty would have been required to accommodate the adjunct's schedule in order to meet with them and to mentor them (Maguire, 1983; Richardson, 1992).

A third problem was that of politics. Adjuncts were hired out of convenience to the college based on enrollment and available finances, they were considered at best "not worthy of integration into the institution" and at worst "expendable" (Cox, 2000; Gappa & Leslie, 1993; Maguire, 1983; Richardson, 1992; Roueche et al., 1995; Wyles, 1998). Therefore, if a college chose to invest in adjuncts either financially or through development programs or both, in some cases, they were perceived as promoting "hopeful" future employment or tenure. (Although, if an institution had clear policies and intentions, this became a nonissue [Balch, 1999; Board of Regents of State College v. Roth (1972); Perry v. Sinderman (1972)].)

Full-time faculty had expressed concern that the extensive use of part-time faculty was unfair and an assault on the tenure process (Mangan, 1991; Napersteck, 1991). With the lower pay, incentives, and attention that adjuncts received, adjuncts were unionizing throughout the country in order to be recognized and treated more fairly (Hughes, 2001; Leatherman, 2000a, 2000b, 2001; Napersteck, 1991). Some authors questioned whether this "morale" issue would have existed if the adjuncts had been drawn into the various aspects of the college through caring full-time faculty, staff, and administrators and had been given the opportunity to further enhance their skills and knowledge (Maguire, 1983; Mangan, 1991; Wyles, 1998).

> There are often psychological factors which inhibit this kind of collegiality. The adjunct may feel exploited, isolated, and diminished, with minimal status despite the importance and value of his contribution. Moreover, the college may not be too forthcoming to the adjunct in terms of information, support services, or just simple, professional courtesy, making an already difficult situation worse. When an instructor is paid only for his/her physical presence in the classroom, it defines an instructor in the worse way possible. It negates professional growth, class preparation . . . and defines them as worthless. (Maguire, 1983, p. 31)

Cafarrella and Zinn (1999) described barriers to faculty development under four domains: (a) people and interpersonal relationships, (b) institutional structures, (c) personal considerations and commitments, and (d) intellectual and psychosocial characteristics. For each of these domains, the authors listed an extensive chart describing the enabling and impeding factors. Briefly, the "people" domain consisted of relationships among and between coworkers and family and friends. The "institutional" domain encompassed time demands and access to information and resources. The "personal" domain focused on the private life that affected the ability to perform in the professional arena. Finally, the "intellectual" domain incorporated internal thoughts and emotions and how they impacted performance. The authors described how, when there was a lack of support, resources, or confidence around or within the individual, teaching performance and effectiveness was affected. The authors' point was that there were some barriers that individuals could have addressed, some that institutions could have addressed, and some that could not be controlled. In any event, it was necessary that the individuals and institutions involved recognized these influences on faculty and designed a development program that could address these areas. Cafarrella and Zinn did not mention adjuncts in particular, nor was there anything listed that did not apply to adjuncts.

A barrier that was identified concerning effective adjunct faculty development, which likely related to "lack of interest" and could have been addressed by the institution, was that of achieving agreement on what was considered important and necessary topics between administrators and adjunct instructors. Topics concerning adjunct faculty development programs, had been researched by Tuck (1981), Roark (1989) and Klenk (1996). All three were state-limited studies: Tuck in Virginia, limited to part-time occupational technical instructors; Roark in Florida, limited to three institutions; and Klenk in West Virginia, limited to the West Virginia Board of Director's institutions.

Each had identified eight common needs for adjunct faculty development, with Klenk identifying four additional areas reflected in numbers 3, 10, 11, and 12.

> Items that resulted in the highest level of need, as perceived by part-time faculty and higher education administrators as a group:
>
> 1. Devising varying techniques to motivate students
> 2. Determining effectiveness of various techniques of instruction
> 3. Understanding the work of the counseling center
> 4. Recognizing and dealing with handicapped students
> 5. Determining instructional needs of students
> 6. Determining satisfactory levels of learning
> 7. Providing information on educational career opportunities
> 8. Understanding college policy and procedures for course withdrawal, incomplete grades, etc.
> 9. Assigning effective work outside the classroom.
> 10. Understanding college philosophy
> 11. Identifying individual differences
> 12. Developing teacher-made instructional materials. (Klenk, 1995, p. 59-60)

When needs were rank-ordered, both the Klenk and Roark studies shared results for the top seven responses by adjunct faculty (Klenk, 1995; Roark, 1988).

> The seven items were devising varying techniques to motivate students, understanding work of the counseling center, determining the effectiveness of various techniques of instruction, recognizing and dealing with handicapped students, determining instructional needs of students, determining satisfactory levels of learning, and providing information on educational and career opportunities. (Klenk, 1996, p. 60)

Although the Roark (1988) study reflected the same seven items for the part-time faculty, Roark's study reflected *different items of importance* ranked by the administrators. This could have been because administrators were defined in the Roark study as department chairs, providing a different perspective than those in the Klenk study who were deans (Klenk, 1995).

The eight inventory items that received the highest ranking from administrators in the Roark study were

> Determining the effectiveness of various techniques of instruction; understanding community college philosophy; devising varying techniques to motivate students;

> recognizing and dealing with handicapped students; understanding college policy and procedures for course withdrawal, incomplete grade, etc.; understanding work of the counseling center; and identifying individual differences and providing information on educational and career opportunities. (Roark, 1989, p. 81)

The eight inventory items that received a higher ranking by administrators in the Klenk study were

> writing learning objectives; devising various techniques to motivate students; helping students to plan and carry out projects; presenting a manipulative skill; making use of illustrations in a lesson; understanding human relations between teacher and student; understanding college policy and procedures for course withdrawal; and determining satisfactory levels of understanding. (Klenk, 1996, p. 61)

Klenk (1995) concluded that there was "a difference in the perception of development needs of part-time faculty as perceived by part-time faculty and higher education administrators" (p. 66), and these findings were consistent with others reported in the literature (Roark, 1988; Piasta, 1991).

Klenk found statistically significant differences between part-time faculty and administrators on eight items. Roark found a difference in part-time faculty's perception of need in each of her six categories. Piasta (1991) also found a difference in part-time faculty's perception of needs verses administrators' perceptions in 5 out of 23 variables. Denman (1986) found a difference in the perceived roles for part-time faculty when he asked administrators and part-time faculty.

Roark (1988), who surveyed 63 department chairs and 153 adjunct instructors in three Florida community colleges, stated,

> The department heads are interested in exactly the same topics for the part-timers, but feel more strongly about the part-timers' need for information. Perhaps the department heads are not convinced that part-timers realize what they should know about certain things. If fairly successful without formal pedagogical training, a part-timer may not realize there are better methods. The department heads are more committed to the community college and presumably more

> knowledgeable of the inservice activities required to develop good teachers. (p. 101)

When researching staff development officers and part-time instructors, Byrd (1986) found that the perception of needs between adjuncts and the directors was not congruent. There were 7 training areas considered by the staff development director to be of little or no use to adjuncts. However, over one-half of the adjuncts perceived a need for training in 5 of these 7 identified areas. The five training needs identified by adjunct faculty were as follows: training in personal growth and development, individual counseling, training in planning and decision-making, training in team building (i.e., methods of building effectiveness among a designated group of faculty), and training in conflict management (i.e., skills for the creative conflict resolution).

Rhodes (1991) surveyed 134 part-time instructors (instructors who taught at least one quarter in the 1989-1990 school year) and 12 instructional leaders (deans, division directors, and department heads) at Northwestern Michigan College. The two groups agreed on the following seven areas as "top priorities" for faculty development opportunities:

> Determining course goals
> Using a variety of teaching methods
> Clearly defining performance objectives for the learner
> Utilizing grading systems compatible with instructional objectives
> Demonstrating knowledge of the subject matter being presented
> Improving writing skills of students
> Identifying characteristics of effective instructors. (Rhodes, 1991, p. 77)

However, a discrepancy existed between the two groups as to the order of importance. Instructional leaders selected these skills as most important for adjunct faculty development, while conversely, the adjunct instructors rated these as least important:

> Demonstrating skills in measurement and evaluation
> Knowing how to access the tutorial services at NMC
> Successfully demonstrating organizational skills (managing instructional time efficiently, utilizing materials, space, etc)
> Being familiar with the policies and procedures of the college. (Rhodes, 1991, p. 78)

The adjunct instructors felt the most important skills to be included should have been the following, while the instructional leaders rated them as least important:

> Assessing instructional requirements (needs assessment)
> Demonstrating knowledge regarding the special characteristics of educating adults
> Utilizing strategies for increasing student motivation
> Being aware of techniques for evaluating instructional effectiveness. (Rhodes, 1991, p. 78)

The two groups also disagreed on items considered "crucial." The instructional leaders had a bimodal result consisting of "determining course goals" and "clearly defining performance objectives for the learner" (Rhodes, 1991, p. 78). The adjuncts "critical" ranking was "demonstrating knowledge of the subject matter being presented" (p. 78). Again, a discrepancy existed in what was considered important by the significant "players" who designed and delivered the curriculum. These discrepancies, it seems, could have been recognized earlier by surveying the persons involved before the program was designed (Moe, 1977).

A second barrier that could have been addressed by institutions was ensuring that adjunct instructors had accurate information concerning what development programs were available to them throughout the year. In a study done by Byrd (1986), staff development officers and part-time instructors at three community colleges in Florida were surveyed comparing what the officers said was available in terms of faculty development opportunities and what the adjuncts thought was available. The results were that over 75% of the adjuncts at Broward, over 50% at Florida Junior College at

Jacksonville, and over 90% at St. Johns River Community College were not aware of the training areas available to them. Furthermore, some adjunct faculty believed that certain training was available, when in fact it was not.

Models of Part-Time Faculty Development Programs

While there were many institutions that provided a handbook or an orientation, there were few colleges that provided much more for adjunct instructors regardless of the size of the institution. For example, as of this writing Johnson Co. Community College in Kansas, where there are 69.2% adjunct faculty and over 16,000 students, provided the adjuncts with paid sick leave, pay grades, and title tied to professional development activities and tuition reimbursement for credit classes. The college also required yearly orientation for all adjuncts, where the adjuncts received packets of ideas and teaching tips and a check-off sheet for needed items for the semester to help keep organized.

Jackson Community College, a small school in Michigan with 8,000 students, provided the adjuncts with an orientation, and adjuncts were invited to attend college planning board meetings, department meetings, and college-wide social events. The college also provided an evening administrator specifically for the adjunct faculty whom they could contact with questions and concerns. Adjuncts also received an incentive of $30.00 stipend for each one-half day event they attended. The college often employed new adjuncts a semester ahead and paid them a stipend to sit through classes and/or labs that they would be teaching the following term. The institution provided adjuncts with increases in title and pay tied to the adjunct faculty development program, and due to the institution's relationship with the local school district, adjuncts earned retirement and were vested after 10 years.

At larger institutions, not as much was offered, probably due to logistics and cost. However, there were some institutions that provided more than the "average" amenities. For example, Maricopa Community College District (10 campuses and two skills centers) with nearly 200,000 credit students, provided up to $500.00 per year for adjunct-specific staff and professional development (SPD) funds. Adjuncts also have received tuition waivers on any Maricopa campus (Phillips, 2000).

In Virginia, educators from many higher education circles had collaborated and created the Virginia Tidewater Consortium for Higher Education, funded originally by the Kellogg Foundation and later by the Pew Charitable Trusts for 2 years. Classes were offered on Friday afternoons and Saturdays up to four times per semester. Participants, both full- and part-time, received no stipend nor did they ask for one. Faculty were charged a nominal fee for breakfasts and lunches, and the program was often filled to capacity. Topics were limited to enhancing teaching and learning, and focused on immediately useable, "hand-on" ideas, which the participants applauded. It was noted that enthusiastic administrative support was paramount for this type of arrangement to have been successful (Dotolo, 1999).

Why Involving Adjuncts Is Essential

At times, the aforementioned issues made it difficult for institutions to be convinced that adjunct faculty development was worthwhile. However, since adjuncts comprised an average of 66% of the instructional workforce, taught more than 40% of the credit courses (especially the introductory undergraduate courses), and taught over one-fourth of all college classes offered, it was suggested by researchers that community colleges find a way that was economically and legally satisfying to assist their adjuncts in fulfilling the institutional mission of improving learning (AACC, 1997; Balch, 1999; Cox

2000; Roueche et al., 1995; Thompson, 1995). In addition, it was felt that students, and therefore the institution, would benefit greatly from the expertise of adjuncts, who were generally practitioners in their fields and had the potential for "opening doors" for both students and the college as a result of their community connections (Avakian, 1995; Caprio et al., 1999; Lyons, 1996). Furthermore, if the institution's mission was ultimately to produce learning (Barr & Tagg, 1995; Tinto, 1998), then they needed to find a way to draw adjuncts into the culture of the institution and the departments so that the adjuncts could best serve the students (Avakian, 1995; Lyons, 1996; Maguire, 1983).

Why Involving All Faculty Is Essential

In the rural community college setting, the focus was shifting on how the community college could assist in economic development for the area. Therefore, inclusion of all personnel at the college, including the adjuncts, was becoming imperative. In these ruralcolleges, faculty had to be aware of how the college was integrated into the community and to the local culture in order to teach and advise students effectively. Since rural areas traditionally had not been deeply involved in postsecondary education, they were generally areas with lower income and often had a large high school dropout rate. Rural community colleges were having to address "noneducational" issues (i.e., child care, transportation, family development) as well as the obvious educational issues (Garza & Eller, 1998). Since many of the adjuncts were already part of the local workforce and had ties in the traditionally smaller businesses, it appeared to be logical that the adjuncts would be important people to include in the overall mission and professional development activities of the rural community college. Full-time faculty had a unique perspective on the college; therefore, they could have contributed information based upon the historical influence and impact of the college on the community.

Full-time faculty needed to remain involved in a good faculty development program for another reason: to keep up their motivation and inspiration for teaching and stay current with the knowledge base in their field. At times, this became difficult, especially if faculty had been teaching the same courses for a number of years. A good faculty development program that included enticing incentives for participation would have helped to inspire, motivate, and educate long-term faculty members. This could only serve to enhance both the instructor's and the institution's performances (Baldwin & Krotseng, 1985; Clark, Corcoran, & Lewis, 1986; Harnish & Creamer, 1985; Harnish & Wild, 1992; Heppner & Johnston, 1994; Kang & Miller, 2000; Ostroff, 1992; Scott, 1990). The incentives did not have to be necessarily financial. Greater motivation was derived from incentives that promoted self-esteem and morale (Kang & Miller, 2000).

Cost of Programs

The literature reflected that many faculty development programs could be done well at a minimal cost to the college. One example given was the Adjunct Institute at Burlington County Community College in Pemberton, New Jersey. The Institute was held twice per year on three consecutive Saturdays from 9:00 a.m. to 4:00 p.m. Each day was divided into two sections and adjuncts were paid $20.00 for each section they attended. In terms of student learning and satisfaction and helping the adjunct instructors feel qualified and competent, a program as this was invaluable in the long run (Miller, Finley, & Vanco, 2000). Other institutions offered adjunct training using people from their own institution to teach on topics the adjuncts had requested. Some did not pay the adjuncts or paid them a minimal amount, but they created a climate of importance that surrounded the adjuncts. As a result, the adjuncts desired to go through training in order to contribute better to the college and its goals (Phillips, 2000).

Often, as in the state of Washington (Anderson, 1990), faculty development programs could be funded by state or federal funds, government or private grants, and business partnerships. Others have suggested that colleges in near proximity to one another could join forces to offer needed professional development programs (Anderson, 1990). In California, the state legislature provided $10 million dollars over a 2- year period for the expressed purpose of establishing faculty development programs at all of the colleges in the system (Walters & Howard, 1990).

In the Rural Community College Initiative program, grant monies were provided for all aspects of the program, including faculty development (Garza & Eller, 1998). In a case study with three community colleges in Florida, it was found that even in the face of financial exigency, professional development programs could remain if the structure was in place to encourage that outcome. Florida was selected for that study because in 1990 the Florida State Board of Community Colleges voted to suspend the rule, which required community colleges to utilize a certain amount of their state funding for staff and professional development (SPD funds). The authors desired to see if staff development was an activity that the colleges would select as being "vital to the achievement of the college mission" or institutionalized (Garza & Eller, 1998 p. 84). Two of the colleges were considered "institutionalized." The factors that were found to contribute to ongoing programs in spite of funding difficulties were a varied program that was continuous in nature; a constant level of financial and administrative support; a strong network of communication (formal and informal); administrative support; staff responsibility and ownership, including part-time personnel; simple paper-work associated with requests for funds; campus-specific programs; and a person who was known and had a reputation for integrity and organization. The research also concluded that institutionalization was not based on the size of the campus, the organizational structure, or the campus culture (Rosenberger, 1993).

Adjunct Participation

Roark (1989) asked adjuncts at three community colleges what formats of in-service activities they preferred. Out of the 15 formats offered, the adjuncts were allowed to check as many as they desired. Two-thirds of the adjuncts expressed interest in tuition-free courses and over half expressed interest in attending departmental meetings. One-third were interested in attending college social events and/or seminars and/or general faculty meetings. Almost half cited attending half-day seminars, fall and spring planning sessions, new part-time faculty orientation sessions, and/or attending 2-hour sessions one evening a week for a set number of weeks.

Roark (1989) also found that 45% stated they would participate in a development program if offered at a convenient time, even if they were not paid. Another 50% stated they would participate if they were paid the same as they received for teaching, with only 4% stating that they would not participate. When asked when they would prefer to see development opportunities offered, over half of Roark's participants stated they would participate if it was offered right before a term began. The others were split fairly evenly between stating that the development program should begin within the first couple of weeks of the term or during the summer. If offered right before or soon after classes began, about 95% of the participants said they would attend.

Tuck (1981) found that 51% of those surveyed would participate if the program were offered at a convenient time. Another 12.5% stated they would participate if they were given time off from teaching, and another 21.6% indicated they would participate if they were paid the same rate as they received for teaching. Only 5.1% stated they would not participate.

In the Byrd (1985) study, results showed little interest in participating, overall; however, there was a tendency for part-time faculty to participate in selected areas when they were aware of availability. At both of the community colleges surveyed, the staff development officers reported a low level of awareness and participation by the adjunct instructors.

One answer to participation by adjuncts (and full-time faculty, for that matter) may have been to adapt the flexible calendar program that was instituted by the California Community College System. This program permitted the districts to designate up to 15 teaching days as paid, nonteaching days for the expressed purpose of development activities (Alfano, 1993). Since extra, out-of-class time would not be required to attend the development sessions, it would be easier to draw in the intended populations.

Full-Time Faculty Participation

While it appeared that full-time faculty did not have the confounding scheduling factors for participation that the adjuncts faced, getting them to participate was just as difficult in some cases. This could have been a result of loss of job satisfaction, boredom, or stagnation from teaching the same courses for many years (Harnish & Creamer, 1985; Kang & Miller, 2000). It also may have been a result of the program offerings not matching what the faculty felt were important (as previously reported for the adjunct faculty) (Murray, 2002b). Administrators did not always perceive the same items as important when asked. For example, in a study of nine institutions, chairpersons and supervisors were surveyed to determine their respective perceptions concerning the professional development needs of community and technical college chairpersons and supervisors. While there was some agreement, there were several discrepancies as to what each group felt was important to include in a development program. Overall, the conclusion was that individuals have differing needs due to their responsibilities and perspectives, and faculty development programs should address those needs (Wolfe, 2000). Brawer (1990) stated

> With 86 percent of the academic instructors desiring further professional development, fewer than 10 percent wanted workshops on their own campuses. In contrast, administrators preferred on-campus workshops and seminars for their instructors, with content centering on pedagogy and community college-related concerns. (p. 51)

Due to their new responsibilities, new faculty may not have realized the importance of, or think they did not have time to be involved in, such a program. As a result, it was imperative that administrators lend their approval and active support for these programs (Harnish & Creamer, 1985; Heppner & Johnston, 1994; Reich, 1994; Scott, 1990; Sorcinelli, 1994). It was important that the faculty development programs offered were perceived as current, applicable, and interesting to the participants.

If institutions align what occurs in the faculty development program with what instructors need and desire and offer it when convenient, more faculty might get involved. These factors improve the program by getting more instructors involved, which helps them improve their instruction, which, in turn, ultimately improves student learning--the original goal (Barr & Tagg, 1995).

CHAPTER 3
PROCEDURES AND METHODS OF ANALYSIS

Introduction

The purpose of this study was to discover the perceptions of faculty, both full and part time, in the disciplines of mathematics and communications, concerning institutional goals and faculty development opportunities, how those opportunities differed from what was offered them, and how faculty choices were affected by independent variables such as gender, discipline, age, experience, degree level, and years at the institution.

This study was a modified replication of the work done by Caffey (1978) that looked at full-time faculty members' "perceptions of importance and desirability of various proposed goals and practices for faculty development" at their institutions; the impact of selected independent variables on their reported perceptions and perceived desirability; and comparison of their perceptions and perceived desirability with reality (p. 7). While looking at these same factors in much the same way, this author modified Caffey's original instrument in order to clarify meaning of terms according to present acceptability, to specify the language to make it also applicable for adjunct instructors, and to gather more adjunct-relevant information related to the existing questions. (Caffey's original survey and the current survey both are shown in Appendix H.)

This was designed as a survey-type field study, meaning no intervention was done with or to the participants. The information was only gleaned from the participants, without any treatment, and then analyzed by the researcher (Jaeger, 1997). Independent variables identified were institution, gender, teaching discipline, age, teaching experience, full or part-time status, degree level, years at the institution, and highest degree earned.

The study was designed to specifically look at five dependent variables for both the adjunct and full-time instructors:

1. What did instructors desire in terms of professional development opportunities.
2. What types of professional development programs were perceived (by the instructor) to be important at their institutions.
3. What types of professional development programs were perceived (by the instructor) to be available at their institutions.
4. How institutions compared in fulfilling their instructors' desires in the area of professional development, as reported by them.
5. What instructors desired in terms of administration and format of faculty development programs.

The survey was divided into four sections. The first section gathered all of the professional experience and personally relevant data. The next section (broken down into two columns) tried to ascertain the importance of various faculty development activity goals to the faculty member and whether they felt the listed goal was a goal of the institution. The third section (broken down into three columns) attempted to ascertain what activities the faculty member desired in terms of professional development, what activities the faculty member perceived to be available to them, and what activities the faculty member thought should include part-time instructors. The fourth and final section gathered information as to the instructors' desires in terms of administration and format of the development programs. Each question from parts two and three on the survey were assigned to an appropriate subscale, so that groups of items could be considered in terms of constructs and could be measured in groups statistically. The first subscale was entitled "Importance of Faculty Development Goals" and encompassed questions 22A through 33A; the second subscale was entitled "Desire for variety of Development Activities" and encompassed questions 34A through 50A.

Instrument Validity and Reliability

In an effort to ensure validity of the instrument, a cover letter explaining the study and the instrument were sent to a panel of five experts. Three of the experts were authorities in the field of faculty development or survey development/research and two were department chairs in the major subject areas. Authorities were defined as persons who had written more than one article in the area of faculty or survey development and/or held authoritative positions (as of this writing) in the area of faculty or survey development/research in the community college setting. Department chairs were selected because they closely deal with adjunct instructors on a daily basis and would have ample knowledge of appropriate questions and appropriate formatting of questions to ask the targeted population. These five individuals were asked to review the items, the subscales, and the formatting and offer suggestions for improvement in groupings, clarity, or content. Persons who agreed to look at the original instrument 24 years ago were intentionally excluded from the review process.

Reviewer packets were sent to the panel via e-mail attachment, requesting return of their comments within two weeks. All responded favorably to all aspects of the survey with suggestions in various areas for improvement. Corrections were made and resent to the panel for their final approval. The panel and their qualifications can be found in Appendix A. The reviewer packet can be found in Appendix B.

During the same time frame, the survey was also sent to several nonmathematics and noncommunications faculty (full and part-time) for their comments as well as their participation in the survey. Their comments helped to refine the survey even more, and their answers were statistically analyzed. Nonmathematics and noncommunications faculty were chosen as we did not want to include any target faculty until the survey questions and formatting were finalized. Since the items were answered using a Likert-type scale, a Cronbach's Alpha test was performed on each of the two subscales. Item total correlations were also done for each subscale using Pearson's r (Fraenkel & Wallen, 1993). The alphas for the first subscale were .7780 and .7725 for the second subscale.

After the changes that these instructors and the experts recommended, another pilot study was performed to ensure the validity and reliability of the instrument and the subscales. This time the instrument was sent to all or part of the mathematics and communications faculty at two of the Florida community colleges, which would eventually be participating in the study. Their answers were then analyzed as in the first pilot study. The alphas for the full-time instructors for the first set of questions (22-33) was .8506. For the second set of questions (34-50), the alphas were .7963. The alphas for the part-timers were not too different with alphas of .7747 and .8984, respectively. Since no changes were necessary after this pilot, the faculty's answers were then included in the overall study results as well.

Methodology

In order to get a complete picture of the community colleges in Florida, all full-time and adjunct instructors in the mathematics and communications disciplines at each public community college in Florida were to be surveyed. A total of 28 colleges were contacted. The author contacted the vice president of instruction by posted mail, and by phone and/or e-mail at each of the institutions, to ask for their participation and their endorsement of this project at their college. In return, they were offered a summary of the entire report and a report of the aggregate data specific to their college. Twenty-one of the 28 colleges chose to participate. The others chose to decline for various reasons. The list of the participating colleges is shown in Appendix C.

The vice presidents were asked to either identify an individual to be responsible for distributing the surveys and consent forms or agree to distribute the survey information from their office. Since the informed consent form was part of the survey, the survey information could be distributed via e-mail, campus mail, or both. If the institution distributed it via e-mail, a memo only was distributed (Appendix D) stating what the research was about, which contained a link to the survey hosted on the world-wide web.

Web-responding was chosen as an option because, on-average, it is less time-consuming for participants. The survey was also constructed so that less experienced web-users would have little trouble completing it, a key factor in participants choosing to respond (Pealer, Weiler, Pigg, Miller, Dorman, 2001).

The participants who wished to answer the survey online accessed the survey by first going to the Institute of Higher Education's web page. Here they read the consent form, and if they agreed to the terms and conditions, pressed the "I agree" button. This step took them to the Research Systems and Solutions, Inc. web page where they then chose the appropriate buttons and entered a previously provided user name and password to access the survey. (Research Systems and Solutions, Inc. is a company who does confidential market research and analysis nationwide.) These extra steps ensured that the participant was making a conscious, voluntary choice to answer the survey. If the institution indicated they would rather distribute the information via campus mail, paper copies of the survey, postage-paid envelopes, and the first follow-up letter were immediately supplied to them for all of the faculty in the targeted group. In some cases, an institution chose to send the e-mail to their full-time faculty and the paper copy to their adjuncts, so both of the aforementioned methods were utilized. Anyone answering the web-based survey also had the option of printing it out and returning it via posted mail by e-mailing the researcher and requesting a postage-paid envelope. Anyone receiving a paper copy of the survey also had the online information so that they could answer the survey online, if desired. Each week for 3 weeks, a follow-up letter containing the web link to the survey was sent to the designated contact person to forward to each e-mail participant. This reminder asked them to complete the survey soon if they had not done so already. If the institution had requested paper copies of the survey, the contact person received an e-mail reminder notice to distribute the reminder memo at the appropriate time. At approximately 3 weeks, a second paper reminder was sent to the contact to distribute to the paper copy recipients. All online responses were automatically posted into the database upon the participant pushing the submit button. All posted mail surveys were returned to the Institute of Higher Education at the University of Florida and forwarded to the researcher on a weekly basis (Dillman, 2000).

When their completed survey was received, each respondent, whether online or paper copy, was assigned a number. Scores on each question were coded on a data sheet for each individual. An overall return rate of 24.4% was received (287 total surveys received/1175 total surveys sent out). This return rate percentage is slightly higher than others who have tried to include a significant number of part-time faculty. For example, Roark (1989), studied three community colleges in Florida. The sample was all part-time instructors and their full-time supervisors, with a return rate of 16.6% for the part-time instructors (n = 918 with a return of 153) and 67% for their full-time supervisors. In a study of 1,443 full- and part-time workforce training and development professionals who were members of the American Association of Community Colleges (AACC), Gerity (1999) reported a 20% return rate. It also reaffirms the theory of return rates postulated by Sheehan (2001). (After reviewing 31 studies, Sheehan devised a predictive model for return rates for e-mail research. Given the variables in this study, Sheehan's model predicted a 21-23% return rate.)

Caffey's overall return rate for the original study (with all full-time instructors) was 36%. Overall return rates for surveys such as this are generally over 50% when asked to permanent and tenured faculty, but experience a wide range as well (Anderson, 1990; Lefler, 1998). When looking at response rates by institution, the spectrum is just as broad with rates anywhere from 17% to 100% (Byrd, 1986; Lefler, 1998; Roark, 1989).

After removing 32 surveys that did not meet the qualifications of this study, it was found that, of those who participated (257 total), 55% of the respondents were full-time faculty (n = 142), compared to a 45% part-time faculty (n = 115). One hundred sixty-five were mathematics faculty (63%), while 92 were communications faculty (37%). Within those groups, there were 87 full-time (53%) and 77 (47%) part-time mathematics faculty reporting, with 55 full-time (59%) and 38 part-time (41%) communications faculty reporting.

Table 3-1. Number of Respondents

	FT	PT	Total
Math	87	78	165
Comm	55	37	92
Total	142	115	257

The age range in this study went from 21 to 79 years, with the modal age being 51 years and the average age being 47.80. The following statistical analysis was completed on the resulting data.

Questions and Statistical Tests

The questions to be answered by this study were the following:

1. What did full-time mathematics and communications instructors desire in terms of professional development opportunities?

Analysis: For selected individual institutions and for all institutions combined, means, and standard deviations were calculated, and frequency of responses were tabulated for each item listed. Descriptive data were displayed using bar graphs.

2. What did adjunct mathematics and communications instructors desire in terms of professional development opportunities?

Analysis: For selected individual institutions and for all institutions combined, means, and standard deviations were calculated, and frequency of responses were tabulated for each item listed. Descriptive data were displayed using bar graphs.

3. What types of professional development program goals were perceived to be *important* to full-time mathematics and communications instructors at their institutions?

Analysis: For selected individual institutions and for all institutions combined, means, and standard deviations were calculated, and frequency of responses were tabulated for each item listed. Descriptive data were displayed using bar graphs.

4. What types of professional development program goals were perceived to be *important* to adjunct mathematics and communications instructors at their institutions?

Analysis: For selected individual institutions and for all institutions combined, means, and standard deviations were calculated, and frequency of responses were tabulated for each item listed. Descriptive data were displayed using bar graphs.

5. What types of professional development programs were perceived to be *available* to full-time mathematics and communications instructors at their institutions?

Analysis: For selected individual institutions and for all institutions combined, proportions of faculty indicating availability were calculated, and frequency of responses were tabulated for each item listed. Descriptive data were displayed using bar graphs.

6. What types of professional development programs were perceived to be *available* to adjunct mathematics and communications instructors at their institutions?

Analysis: For selected individual institutions and for all institutions combined, proportions of faculty indicating availability were calculated, and frequency of responses were tabulated for each item listed. Descriptive data were displayed using bar graphs.

7. What types of professional development activities did full and part-time faculty think part-time faculty should be included in?

Analysis: For mathematics faculty combined, communications faculty combined, and all faculty combined, proportions of faculty supporting involvement were calculated, and frequency of responses were tabulated for each item listed. Descriptive data were displayed using line graphs.

8. How did institutions compare in fulfilling their full-time and adjunct mathematics and communications instructors' desires in the area of professional development?

Analysis: For selected individual institutions and for all institutions combined, frequency of responses for desirability greater than "minimally desirable" and availability were tabulated. Next the percentage of components available compared to the components desired was calculated. From this information, a proportion confidence interval could be determined in cases where the number of faculty members desiring that activity was high enough to meet the necessary assumptions. (i.e., Institution XYZ provides x% of the faculty development programs their adjuncts desire [+/-]5%)

Range graphs were created to illustrate the confidence intervals for all institutions combined with full-time faculty and all institutions combined with part-time faculty.

9. As a group, what were the full-time mathematics and communications instructors' preferred administration and format of faculty development programs?

Analysis: For selected individual institutions and for all institutions combined, means, proportions and/or standard deviations were calculated and frequency of responses were tabulated for each item listed. Descriptive data were displayed using a variety of bar graphs.

10. As a group, what were the mathematics and communications adjunct instructor's preferred administration and format of faculty development programs?

Analysis: For selected individual institutions and for all institutions combined, means, proportions and/or standard deviations were calculated, and frequency of responses were tabulated for each item listed. Descriptive data were displayed using a variety of bar graphs.

11. Were full-time mathematics and communications faculty perceptions of *importance* different than those of the adjunct mathematics and Communications faculty at their institution?

Analysis: Independent samples t-test was performed for single institutional data to compare the mean full-time instructor's perceptions of level of importance with the adjunct instructor's perceptions. An ANOVA was performed for between institution data.

12. Were full-time mathematics and communications faculty perceptions of *availability* different than those of the adjunct mathematics and communications faculty at their institution?

Analysis: An independent samples t-test was performed for single institutional data to compare the mean full-time instructor's perceptions of availability with the adjunct instructor's perceptions. These results encompassed questions 34B to 50B.

13. How were the variables of gender, discipline, age, experience, and degree level associated with the full-time instructors' ratings of importance of goals and desirability of activities?

Analysis: A multiple regression was computed for the "Importance of Faculty Development Goals" subscale and for the "Desire for Variety of Development Activities" subscale.

14. How were the variables of gender, discipline, age, experience, and degree level, associated with the part-time instructors' ratings of importance of goals and desirability of activities?

Analysis: A multiple regression was computed for the "Importance of Faculty Development Goals" subscale and for the "Desire for Variety of Development Activities" subscale.

15. What did full- and part-time faculty perceive as goals of their institution?

Analysis: For selected individual institutions and for all institutions combined, proportion of faculty indicating perceived importance were calculated, and frequency of responses were tabulated for each item listed. Descriptive data were displayed using line graphs.

CHAPTER 4
RESULTS

The purpose of this study was to discover what has occurred in the area of professional development in community colleges in Florida. Faculty, both full- and part-time in the disciplines of mathematics and communications were queried concerning their faculty development opportunities, and how that differed from what was offered them and how these choices were affected by independent variables such as gender, discipline, age, experience, degree level, and years at the institution.

Research Question 1

What did full-time mathematics and communications instructors desire in terms of professional development opportunities?

Analysis. For selected individual institutions and for all institutions combined, means and standard deviations were calculated, and frequencies of responses were tabulated for each item listed. Descriptive data were displayed using bar graphs.

These results were measured under the subscale entitled "Desire for Variety of Development Activities" and encompassed questions 34A through 50A. As seen in Table 4-1, the overall results revealed that the five activities most desired by full-time mathematics faculty were the following:

(47) Orientation programs for faculty new to the school. This activity had a mean value of 3.67, placing the ranking between Moderately and Highly Desired, and a standard deviation of .60, a moderate amount of variation in the ratings. Only 6 out of 86 faculty chose Minimally desirable, and none chose Undesirable.

(39) Travel money to attend professional meetings. This activity had a mean value of 3.57, placing the ranking between Moderately and Highly Desired, and a standard deviation of .73, showing a moderate amount of spread in the ratings. Seventy-six out of 86 faculty chose to rank this activity Highly or Moderately Desirable.

(38) On-campus workshops on topics of interest to faculty in their professional roles. This activity had a mean value of 3.50, placing the ranking between Moderately and Highly Desired, and a standard deviation of .65, a moderate amount of variation in the ratings. Only 7 out of 86 faculty ranked this activity Minimally desirable, and none ranked it as Undesirable.

(40) Graduate courses for credit, offered on their campus or on a nearby university campus. This activity had a mean value of 3.35, placing the ranking between Moderately and Highly Desired, (but closer to Moderately), and a standard deviation of .86, a significant amount of variation in the rankings. Sixty-seven out of 83 faculty ranked this activity Highly or Moderately Desirable, and 16 ranked it Minimally or Undesirable.

(42) Financial support for advanced graduate study and/or discipline related research activities. This activity had a mean value of 3.35, placing the ranking between Moderately and Highly Desired (but closer to Moderately), and a standard deviation of .85, a significant amount of variation in the rankings. Fifteen out of 86 faculty ranked this activity Minimally Desirable or Undesirable.

As seen in Table 4-2, the overall results revealed that the five activities most desired by full-time, communications faculty were the following:

(47) Orientation programs for faculty new to the school. This activity had a mean value of 3.78, placing the ranking between Moderately and Highly Desired, and a standard deviation of .50, little variation in the ratings. Only 2 out of 55 faculty ranked this activity Minimally desirable, and none chose Undesirable.

(46) Access to professional development materials in the campus library (materials that relate either to your discipline and/or teaching and learning strategies). This activity had a mean value of 3.58, placing the ranking between Moderately and Highly Desired, and a standard deviation of .66, a moderate amount of variation in the ratings. Fifty-two out of 55 faculty ranked this activity Highly or Moderately Desirable.

(39) Travel money to attend professional meetings. This activity had a mean value of 3.51, placing the ranking between Moderately and Highly Desired, and a standard deviation of .77, a moderate amount of variation in the rankings. Forty-eight out of 55 faculty ranked this activity Highly or Moderately Desirable.

(42) Financial support for advanced graduate study and/or discipline related research activities. This activity had a mean value of 3.35, placing the ranking between

Moderately and Highly Desired (but closer to Moderately), and a standard deviation of .84, a significant amount of variation in the ratings. Nine out of 55 faculty ranked this activity Minimally Desirable or Undesirable.

(38) On-campus workshops on topics of interest to faculty in their professional roles. This activity had a mean value of 3.33, placing the ranking between Moderately and Highly Desired, (but closer to Moderately Desired), and a standard deviation of .77, a moderate amount of variation in the ratings. Only 7 out of 55 faculty choosing this activity chose Minimally Desirable, and only one chose Undesirable.

Both the mathematics and communications faculty chose four of the same activities, and for the most part had little variation within the scores and had very similar mean values when comparing like questions. The main difference in the activities selected was that the communications faculty included activity (46), whereas the mathematics faculty included activity (40).

The three items considered least desirable in terms of activities by full-time mathematics and communications faculty overall were (Tables 4-1, 4-2)

(36) Retreats. This activity had a mean score of 2.29 and 2.16 respectively, meaning both groups ranked this activity between Minimally and Moderately Desirable. The standard deviations were .97 and .90, respectively, meaning that there was much variability amongst both sets of faculty concerning this activity.

(41) Videotaping and review of practice teaching sessions with full or part-time faculty colleagues. This activity had a mean score of 2.38 and 2.49, respectively, meaning both groups ranked this activity between Minimally and Moderately Desirable. The standard deviations were .87 and .64, respectively, meaning that the mathematics faculty were more divided in terms of their responses when compared to the communications faculty. Twenty-two of the 86 faculty (26%) responding chose either Highly Desirable or Undesirable for the mathematics faculty, and 4 of the 53 communications faculty (7%) chose Highly Desirable or Undesirable.

(35) Consultant visits to campus. This activity had a mean score of 2.64 and 2.71, respectively, meaning both groups ranked this activity between Minimally and Moderately Desirable (but closer to Moderately). The standard deviations were .81 and .85, respectively, meaning that there was a significant amount of variability among both sets of faculty concerning this activity.

Table 4-1. Overall Full-time Mathematics Faculty Measures of Desirability

	Highly Desirable (4)	Moderately Desirable (3)	Minimally Desirable (2)	Undesirable (1)	Mean Value	Standard Deviation
HIGHEST						
Q 47	64	16	6	0	3.67	0.60
Q 39	60	16	9	1	3.57	0.73
Q 38	50	29	7	0	3.50	0.65
Q 40	46	21	13	3	3.35	0.86
Q 42	48	23	12	3	3.35	0.85
LOWEST						
Q 35	14	30	37	4	2.64	0.81
Q 41	8	31	33	14	2.38	0.87
Q 36	12	20	35	19	2.29	0.97

Table 4-2. Overall Full-time Communications Faculty Measures of Desirability

	Highly Desirable (4)	Moderately Desirable (3)	Minimally Desirable (2)	Undesirable (1)	Mean Value	Standard Deviation
HIGHEST						
Q 47	45	8	2	0	3.78	0.50
Q 46	36	16	2	1	3.58	0.66
Q 39	36	12	6	1	3.51	0.77
Q 42	30	16	7	2	3.35	0.84
Q 38	27	20	7	1	3.33	0.77
LOWEST						
Q 35	1	27	22	3	2.49	0.64
Q 41	4	14	23	13	2.17	0.88
Q 36	4	15	22	14	2.16	0.90

When looking individually at institutions that had a statistically appropriate number of faculty responding, there was much agreement with the overall results. (See Tables 4-3 through 4-9.)

For example, of Institution 12's full-time mathematics faculty (Table 4-8), all of their choices agreed with the overall, albeit in slightly different order of preference. Of Institution 10's full-time mathematics faculty (Table 4-6) top five most-desired activities, the only activity listed that differed from the overall was number 49, "Life-planning workshops to provide information about financial planning and retirement planning."

Table 4-3. Institution 2 Full-time Mathematics Faculty Measures of Desirability

	Highly Desirable (4)	Moderately Desirable (3)	Minimally Desirable (2)	Undesirable (1)	Mean Value	Standard Deviation
HIGHEST						
Q 38	13	7	0	0	3.65	0.49
Q 42	14	5	0	1	3.60	0.75
Q 45	12	7	0	1	3.50	0.76
Q 47	13	4	3	0	3.50	0.76
Q 40	12	5	3	0	3.45	0.76
LOWEST						
Q 41	3	6	8	3	2.45	0.94
Q 48	3	5	9	3	2.40	0.94
Q 36	4	3	8	5	2.30	1.08

Table 4-4. Institution 7 Full-time Mathematics Faculty Measures of Desirability

	Highly Desirable (4)	Moderately Desirable (3)	Minimally Desirable (2)	Undesirable (1)	Mean Value	Standard Deviation
HIGHEST						
Q 39	8	1	0	0	3.89	0.32
Q 47	8	0	1	0	3.78	0.67
Q 42	7	0	2	0	3.56	0.88
Q 50	7	0	2	0	3.56	0.88
Q 45	4	5	0	0	3.44	0.53
LOWEST						
Q 41	0	5	2	2	2.33	0.87
Q 35	0	3	6	0	2.33	0.50
Q 36	0	3	5	1	2.22	0.67

Table 4-5. Institution 8 Full-time Mathematics Faculty Measures of Desirability

	Highly Desirable (4)	Moderately Desirable (3)	Minimally Desirable (2)	Undesirable (1)	Mean Value	Standard Deviation
HIGHEST						
Q 47	9	2	0	0	3.82	0.40
Q 38	7	4	0	0	3.64	0.50
Q 39	7	3	1	0	3.55	0.69
Q 49	5	6	0	0	3.45	0.52
Q 44	5	4	2	0	3.27	0.79
LOWEST						
Q 36	3	3	4	1	2.73	1.01
Q 48	3	2	6	0	2.73	0.90
Q 41	2	3	5	1	2.55	0.93

Table 4-6. Institution 10 Full-time Mathematics Faculty Measures of Desirability

	Highly Desirable (4)	Moderately Desirable (3)	Minimally Desirable (2)	Undesirable (1)	Mean Value	Standard Deviation
HIGHEST						
Q 47	12	1	0	0	3.92	0.28
Q 38	11	1	1	0	3.77	0.60
Q 39	9	3	1	0	3.62	0.65
Q 46	9	3	1	0	3.62	0.65
Q 49	8	4	1	0	3.54	0.66
LOWEST						
Q 44	3	4	5	1	2.69	0.95
Q 41	1	6	4	2	2.46	0.88
Q 36	2	3	5	3	2.31	1.03

Table 4-7. Institution 10 Full-time Communications Faculty Measures of Desirability

	Highly Desirable (4)	Moderately Desirable (3)	Minimally Desirable (2)	Undesirable (1)	Mean Value	Standard Deviation
HIGHEST						
Q 39	7	0	0	0	4.00	0.00
Q 40	7	0	0	0	4.00	0.00
Q 47	7	0	0	0	4.00	0.00
Q 42	5	2	0	0	3.71	0.49
Q 50	6	0	0	1	3.57	1.13
LOWEST						
Q 44	1	4	2	0	2.86	0.69
Q 36	2	1	2	2	2.43	1.27
Q 41	0	2	4	1	2.14	0.69

Table 4-8. Institution 12 Full-time Mathematics Faculty Measures of Desirability

	Highly Desirable (4)	Moderately Desirable (3)	Minimally Desirable (2)	Undesirable (1)	Mean Value	Standard Deviation
HIGHEST						
Q 39	7	1	0	0	3.88	0.35
Q 47	7	1	0	0	3.88	0.35
Q 38	5	2	1	0	3.50	0.76
Q 40	5	2	1	0	3.50	0.76
Q 46	4	4	0	0	3.50	0.53
LOWEST						
Q 44	1	2	2	1	2.50	1.05
Q 35	1	2	3	1	2.43	0.98
Q 48	0	1	6	1	2.00	0.53

Table 4-9. Institution 12 Full-time Communications Faculty Measures of Desirability

	Highly Desirable (4)	Moderately Desirable (3)	Minimally Desirable (2)	Undesirable (1)	Mean Value	Standard Deviation
HIGHEST						
Q 47	12	1	0	0	3.92	0.28
Q 46	10	3	0	0	3.77	0.44
Q 39	8	4	1	0	3.54	0.66
Q 38	7	6	0	0	3.54	0.52
Q 50	7	6	0	0	3.54	0.52
LOWEST						
Q 36	1	6	5	1	2.54	0.78
Q 35	0	5	7	0	2.42	0.51
Q 41	0	3	7	3	2.00	0.71

When looking at Institution 10 and 12's communications faculty (Tables 4-7, 4-9) top five most-desired activities, the only activity listed that differed from the overall was number 50, "Campus office for instructional development, offering professional expertise to aid faculty."

Institution 2 and Institution 7's mathematics faculty (Tables 4-3, 4-4) included activity number 45, "Student evaluation of instruction," while Institution 7's mathematics faculty also included number 50, as listed above. Institution 8 included number 49, as previously listed, and also included number 44, "Groups formed for sharing personal experiences and problems related to the roles of faculty members."

Across all institutions of Institutions 2, 7, 8, 10, and 12 in mathematics, and Institution 10 and 12 communications faculty (with the exception of Institution 12 mathematics faculty who listed them fourth and fifth respectively), all listed number 36, "Retreats," as one of the top three least desirable activities as well as number 41, "Videotaping and review of practice teaching sessions with full- or part-time faculty colleagues."

In summary, the activities desired by the full-time mathematics and communications faculty were "Orientation programs for faculty new to the school," "Travel money to attend professional meetings," "On-campus workshops on topics of interest to faculty in their professional roles," and "Financial support for advanced graduate study &/or discipline related research activities," though the proportion of faculty selecting them differed somewhat. Full-time mathematics faculty also included "Graduate courses for credit offered on their campus, or on a nearby university campus," whereas the communications faculty included "Access to professional development materials in the campus library."

Research Question 2

What did part-time mathematics and communications instructors desire in terms of professional development opportunities?

Analysis. For selected individual institutions and for all institutions combined, means and standard deviations were calculated, and frequency of responses were tabulated for each item listed. Descriptive data were displayed using bar graphs.

These results were measured under the third subscale entitled "Desire for variety of Development Activities" and were encompassed within questions 34A through 50A. The overall results revealed that the five activities most desired by part-time, mathematics faculty (Table 4-10) were the following:

(47) Orientation programs for faculty new to the school. This activity had a mean value of 3.38, placing the ranking between Moderately and Highly Desired, and a standard deviation of .74, a moderate amount of variation in the ratings. Sixty-eight out of 78 faculty chose to rank this activity Highly or Moderately Desirable.

(45) Student evaluation of instruction. This activity had a mean value of 3.36, placing the ranking between Moderately and Highly Desired, and a standard deviation of

.79, a moderate amount of variation in the ratings. Sixty-seven out of 78 faculty chose to rank this activity Highly or Moderately Desirable.

(46) Access to professional development materials in the campus library (materials that relate either to your discipline and/or teaching and learning strategies). This activity had a mean value of 3.12, placing the ranking between Moderately and Highly Desired, (but closer to Moderately), and a standard deviation of .81, a significant amount of variation in the ratings. Seventeen out of the 78 faculty chose to rank this activity Minimally Desirable or Undesirable.

(40) Graduate courses for credit, offered on their campus, or on a nearby university campus. This activity had a mean value of 3.08, placing the ranking between Moderately and Highly Desired, (but closer to Moderately), and a standard deviation of 1.05, a significant amount of variation in the ratings. Twenty-three out of the 78 faculty chose to rank this activity Minimally Desirable or Undesirable.

(38) On-campus workshops on topics of interest to faculty in their professional roles. This activity had a mean value of 3.06, placing the ranking between Moderately and Highly Desired, (but closer to Moderately), and a standard deviation of .82, a significant amount of variation in the ratings. Fifteen out of the 78 faculty chose to rank this activity Minimally Desirable or Undesirable.

The overall results revealed that the five activities most desired by part-time, communications faculty (Table 4-11) were the following:

(42) Financial support for advanced graduate study and/or discipline related research activities. This activity had a mean value of 3.64, placing the ranking between Moderately and Highly Desired, and a standard deviation of .64, a minimal amount of variation in the ratings. Only three out of 36 faculty chose to rank this activity Minimally Desirable or Undesirable.

(40) Graduate courses for credit, offered on their campus, or on a nearby university campus. This activity had a mean value of 3.58, placing the ranking between Moderately and Highly Desired, and a standard deviation of .84, a moderate amount of variation in the ratings. Four of the 36 faculty chose to rank this activity Minimally Desirable or Undesirable.

(47) Orientation programs for faculty new to the school. This activity had a mean value of 3.54, placing the ranking between Moderately and Highly Desired, and a standard deviation of .69, a moderate amount of variation in the ratings. Four of the 36 faculty chose to rank this activity Minimally Desirable or Undesirable.

(46) Access to professional development materials in the campus library (materials that relate either to your discipline and/or teaching and learning strategies). This activity had a mean value of 3.51, placing the ranking between Moderately and

Highly Desired, and a standard deviation of .65, a moderate amount of variation in the ratings. Three of the 36 faculty chose to rank this activity Minimally Desirable or Undesirable.

(39) Travel money to attend professional meetings. This activity had a mean value of 3.43, placing the ranking between Moderately and Highly Desired, and a standard deviation of .87, a significant amount of variation in the ratings. Seven of the 36 faculty chose to rank this activity Minimally Desirable or Undesirable.

The three items considered least desirable in terms of activities by part- time mathematics faculty, as with the full-time faculty, were the following:

(36) Retreats. This activity had a mean value of 1.97, placing the ranking between Minimally Desirable and Undesirable, and a standard deviation of .83, a significant amount of variation in the ratings. Four ranked this activity Highly Desirable, thirteen ranked it Moderately Desirable, thirty-seven ranked it Minimally Desirable and 23 ranked it Undesirable.

(35) Consultant visits to campus. This activity had a mean value of 2.19, placing the ranking between Minimally and Moderately Desirable, (but closer to Minimally), and a standard deviation of .84, a significant amount of variation in the ratings. Twenty-eight faculty ranked this activity as Highly or Moderately Desirable.

(41) Videotaping and review of practice teaching sessions with full or part-time faculty colleagues. This activity had a mean value of 2.25, placing the ranking between Minimally and Moderately Desirable, (but closer to Minimally), and a standard deviation of .88, a significant amount of variation in the ratings. Thirty-one faculty ranked this activity as Highly or Moderately Desirable.

The three items considered least desirable in terms of activities by part-time communications faculty were identical, but in differing order:

(41) Videotaping and review of practice teaching sessions with full or part-time faculty colleagues. This activity had a mean value of 2.08, placing the ranking between Minimally and Moderately Desirable, (but closer to Minimally), and a standard deviation of .92, a significant amount of variation in the ratings. Eleven of 37 faculty ranked this activity as Highly or Moderately Desirable.

(35) Consultant visits to campus. This activity had a mean value of 2.35, placing the ranking between Minimally and Moderately Desirable, (but closer to Minimally), and a standard deviation of .86, a significant amount of variation in the ratings. Eighteen faculty ranked this activity as Highly or Moderately Desirable.

(36) Retreats. This activity had a mean value of 2.38, placing the ranking between Minimally and Moderately Desirable, and a standard deviation of 1.06, a significant amount of variation in the ratings. Seven ranked this activity Highly Desirable, nine ranked it Moderately Desirable, twelve ranked it Minimally Desirable and nine ranked it Undesirable.

Table 4-10. Overall Part-time Mathematics Faculty Measures of Desirability

	Highly Desirable (4)	Moderately Desirable (3)	Minimally Desirable (2)	Undesirable (1)	Mean Value	Standard Deviation
HIGHEST						
Q 47	41	27	9	1	3.38	0.74
Q 45	41	26	9	2	3.36	0.79
Q 46	28	33	15	2	3.12	0.81
Q 40	37	17	15	8	3.08	1.05
Q 38	24	38	11	4	3.06	0.82
LOWEST						
Q 41	5	26	28	17	2.25	0.88
Q 35	4	24	32	17	2.19	0.84
Q 36	4	13	37	23	1.97	0.83

Table 4-11. Overall Part-time Communications Faculty Measures of Desirability

	Highly Desirable (4)	Moderately Desirable (3)	Minimally Desirable (2)	Undesirable (1)	Mean Value	Standard Deviation
HIGHEST						
Q 42	26	7	3	0	3.64	0.64
Q 40	27	5	2	2	3.58	0.84
Q 47	24	9	4	0	3.54	0.69
Q 46	22	12	3	0	3.51	0.65
Q 39	24	6	6	1	3.43	0.87
LOWEST						
Q 36	7	9	12	9	2.38	1.06
Q 35	2	16	12	7	2.35	0.86
Q 41	3	8	15	11	2.08	0.92

When looking individually at institutions that had a statistically appropriate number of faculty responding, again there was much agreement with the overall results (Tables 4-12 through 4-16).

For example, of Institution 2's part-time mathematics faculty (Table 4-12), all of their choices agreed with the overall, albeit in slightly different order of preference. When looking at the responses of Institution 10 (Table 4-13) and Institution 7's (Table 4-14) part-time mathematics faculty, they both included (37), Observation and critique of teaching by full- or part-time faculty colleagues/ peer groups, and Institution 17's part-time mathematics faculty (Table 4-15) included (42), Financial support for advanced graduate study and/or discipline related research activities. The only difference for Institution 10's communication's faculty (Table 4-16) were that they included (38), On-campus workshops on topics of interest to faculty in their professional roles, in their top five choices.

Table 4-12. Institution 2 Part-time Mathematics Faculty Measures of Desirability

	Highly Desirable (4)	Moderately Desirable (3)	Minimally Desirable (2)	Undesirable (1)	Mean Value	Standard Deviation
HIGHEST						
Q 47	15	5	3	0	3.52	0.73
Q 46	12	9	2	0	3.43	0.66
Q 45	13	7	2	1	3.39	0.84
Q 38	10	11	1	1	3.30	0.76
Q 40	14	3	3	3	3.22	1.13
LOWEST						
Q 41	3	9	6	5	2.43	0.99
Q 35	3	6	9	5	2.30	0.97
Q 36	3	2	11	7	2.04	0.98

Across Institutions 2, 7, and 17 in part-time mathematics, and Institution 10's part-time communications faculty, all listed (36), (35), and (41) as their most undesired activities. Institution 10's mathematics faculty also listed (36) and (35) as top undesired activities, but listed (44), Groups formed for sharing personal experiences and problems related to the roles of faculty members, as their third choice.

Table 4-13. Institution 7 Part-time Mathematics Faculty Measures of Desirability

	Highly Desirable (4)	Moderately Desirable (3)	Minimally Desirable (2)	Undesirable (1)	Mean Value	Standard Deviation
HIGHEST						
Q 47	8	6	0	0	3.57	0.51
Q 45	8	5	1	0	3.50	0.65
Q 46	4	7	3	0	3.07	0.73
Q 38	2	10	2	0	3.00	0.55
Q 37	4	5	5	0	2.93	0.83
LOWEST						
Q 41	0	6	6	2	2.29	0.73
Q 36	1	3	8	2	2.21	0.80
Q 35	0	4	7	3	2.07	0.73

Table 4-14. Institution 10 Part-time Mathematics Faculty Measures of Desirability

	Highly Desirable (4)	Moderately Desirable (3)	Minimally Desirable (2)	Undesirable (1)	Mean Value	Standard Deviation
HIGHEST						
Q 47	7	3	0	0	3.70	0.48
Q 45	4	5	1	0	3.30	0.67
Q 46	4	4	2	0	3.20	0.79
Q 37	3	5	2	0	3.10	0.74
Q 38	4	2	4	0	3.00	0.94
LOWEST						
Q 44	1	3	4	2	2.30	0.95
Q 35	1	2	3	4	2.00	1.05
Q 36	0	1	4	5	1.60	0.70

In summary, part-time mathematics and communications faculty desired three activities in common: "Orientation programs for faculty new to the school," "Graduate course for credit offered on their campus or a nearby university campus," and "Access to professional development materials in the campus library," though they ranked them differently. Other activities found desirable by mathematics faculty were "Student evaluation of instruction," and "On-campus workshops on topics of interest to faculty in their professional roles." Part-time communications faculty also found the following desirable: "Financial support for advanced graduate study" and "Travel money to attend professional meetings."

Table 4-15. Institution 17 Part-time Mathematics Faculty Measures of Desirability

	Highly Desirable (4)	Moderately Desirable (3)	Minimally Desirable (2)	Undesirable (1)	Mean Value	Standard Deviation
HIGHEST						
Q 45	5	3	0	0	3.63	0.52
Q 40	3	3	2	0	3.13	0.83
Q 47	3	3	2	0	3.13	0.83
Q 38	3	3	1	1	3.00	1.07
Q 42	3	1	3	1	2.75	1.16
LOWEST						
Q 35	0	3	4	1	2.25	0.71
Q 41	0	2	4	2	2.00	0.76
Q 36	0	1	5	2	1.88	0.64

Table 4-16. Institution 10 Part-time Communications Faculty Measures of Desirability

	Highly Desirable (4)	Moderately Desirable (3)	Minimally Desirable (2)	Undesirable (1)	Mean Value	Standard Deviation
HIGHEST						
Q 40	7	1	0	0	3.88	0.35
Q 38	6	1	1	0	3.63	0.74
Q 42	6	1	1	0	3.63	0.74
Q 46	5	3	0	0	3.63	0.52
Q 47	5	3	0	0	3.63	0.52
LOWEST						
Q 35	1	5	3	2	2.63	1.06
Q 36	2	2	3	1	2.63	1.06
Q 41	1	3	2	2	2.38	1.06

Research Question 3

What types of professional development program goals were perceived to be important to full-time mathematics and communications instructors at their institutions?

Analysis: For selected individual institutions and for all institutions combined, means, and standard deviations were calculated, and frequency of responses were tabulated for each item listed. Descriptive data were displayed using bar graphs.

These results were measured under the first subscale, entitled "Importance of Faculty Development Goals," and were encompassed within questions 22A through 33A. The overall results revealed that the five goals considered most important overall by full-time, mathematics faculty (Table 4-17) were the following.

(26) Enhancing the faculty member's knowledge in his or her subject area. This activity had a mean value of 3.62, placing the ranking between Moderately and Highly Important, and a standard deviation of .54, a low-moderate amount of variation in the ratings. Only two ranked this goal as Minimally Important, and none ranked it Unimportant.

(33) Keeping faculty members informed about administrative decisions affecting them and their work. This activity had a mean value of 3.55, placing the ranking between Moderately and Highly Important, and a standard deviation of .66, a moderate amount of variation in the ratings. Only six out of 86 faculty ranked this goal as Minimally or Unimportant.

(25) Facilitating the faculty's effective use of available instructional resources, technology and services. This activity had a mean value of 3.55, placing the ranking between Moderately and Highly Important, and a standard deviation of .59, a low-moderate amount of variation in the ratings. Only four ranked this goal as Minimally Important, and none ranked it Unimportant.

(22) Enhance/Expand classroom teaching and learning techniques (online instruction, collaborative learning, using case studies, small groups). This activity had a mean value of 3.37, placing the ranking between Moderately and Highly Important, and a standard deviation of .88, a significant amount of variation in the ratings. Five out of 86 faculty ranked this goal as Minimally Important and six ranked it as Unimportant.

(30) Increasing faculty member's knowledge of the characteristics of his or her students, and helping them use that knowledge to provide better instruction. This activity had a mean value of 3.29, placing the ranking between Moderately and Highly Important, and a standard deviation of .68, a moderate amount of variation in the ratings. Eleven out of 86 faculty ranked this goal as Minimally Important and none ranked it Unimportant.

The overall results revealed that the five goals considered most important overall by full-time, communications faculty were identical to the mathematics faculty (Table 4-18):

(26) Enhancing the faculty member's knowledge in his or her subject area. This activity had a mean value of 3.75, placing the ranking between Moderately and Highly Important, and a standard deviation of .48, a minimal amount of variation in the ratings. Only one out of 55 faculty ranked this goal as Minimally Important and none ranked it Unimportant.

(22) Enhance/Expand classroom teaching and learning techniques (online instruction, collaborative learning, using case studies, small groups). This activity had a mean value of 3.65, placing the ranking between Moderately and Highly Important, and a standard deviation of .58, a moderate amount of variation in the ratings. Three out of 55 faculty ranked this goal as Minimally Important and none ranked it Unimportant.

(30) Increasing faculty member's knowledge of the characteristics of his or her students, and helping them use that knowledge to provide better instruction. This activity had a mean value of 3.64, placing the ranking between Moderately and Highly Important, and a standard deviation of .56, a moderate amount of variation in the ratings. Only two out of 55 faculty ranked this goal as Minimally Important and none ranked it Unimportant.

(25) Facilitating the faculty's effective use of available instructional resources, technology and services. This activity had a mean value of 3.60, placing the ranking between Moderately and Highly Important, and a standard deviation of .60, a moderate amount of variation in the ratings. Three out of 55 faculty ranked this goal as Minimally Important and none ranked it Unimportant.

(33) Keeping faculty members informed about administrative decisions affecting them and their work. This activity had a mean value of 3.56, placing the ranking between Moderately and Highly Important, and a standard deviation of .63, a moderate amount of variation in the ratings. Four out of 55 faculty ranked this goal as Minimally Important and none ranked it Unimportant.

The three items considered least desirable in terms of activities by full-time mathematics faculty overall were the following:

(32) Helping faculty members cope with personal needs. This activity had a mean value of 2.60, placing the ranking between Minimally and Moderately Important, and a standard deviation of .88, a significant amount of variation in the ratings. Thirteen out of 86 faculty ranked this goal as Highly Important, 36 faculty ranked it as Moderately Important, 27 ranked it as Minimally Important and 10 ranked it Unimportant.

(24) Providing an understanding of the institution's policies, procedures, and decision-making processes. This activity had a mean value of 2.85, placing the ranking between Minimally and Moderately Important, and a standard deviation of .82, a significant amount of variation in the ratings. Thirty of 86 faculty ranked this goal as Minimally Important or Unimportant.

(31) Familiarizing faculty with the distinctive role of the community college. This activity had a mean value of 2.86, placing the ranking between Minimally and Moderately Important, and a standard deviation of .84, a significant amount of variation in the ratings. Twenty-nine of 86 faculty ranked this goal as Minimally Important or Unimportant.

The three items considered least desirable in terms of goals by full-time communications faculty overall were the same, but listed in a different order of importance:

(32) Helping faculty members cope with personal needs. This activity had a mean value of 2.65, placing the ranking between Minimally and Moderately Important, and a standard deviation of .89, a significant amount of variation in the ratings. Ten ranked this goal as Highly Important, 21 ranked it Moderately Important, 19 ranked it Mininally Important and 5 ranked it Unimportant.

(31) Familiarizing faculty with the distinctive role of the community college. This activity had a mean value of 3.02, placing the ranking right at Moderately Important, and a standard deviation of .80, a significant amount of variation in the ratings. Thirteen of 55 faculty ranked this goal as Minimally Important or Unimportant.

(24) Providing an understanding of the institution's policies, procedures, and decision-making processes. This activity had a mean value of 3.22, placing the ranking between Moderately and Highly Important, and a standard deviation of .76, a moderate amount of variation in the ratings. Nine of 55 faculty ranked this goal as Minimally Important or Unimportant.

While there were a few differences between the full-time mathematics and communications faculty in terms of where the mean scores fell, the two groups rated the goals very similarly. The means and standard deviations were almost identical for several of the goals listed. For the goals that they did not find important, the two groups were identical in their choices, however, the communications faculty rated two of the three higher overall, and for those same two questions, had less variation (See Tables 4-17, 4-18).

Table 4-17. Overall Full-time Mathematics Faculty Measures of Importance

	Highly Important (4)	Moderately Important (3)	Minimally Important (2)	Unimportant (1)	Mean Value	Standard Deviation
HIGHEST						
Q 26	55	29	2	0	3.62	0.54
Q 33	54	26	5	1	3.55	0.66
Q 25	51	31	4	0	3.55	0.59
Q 22	49	26	5	6	3.37	0.88
Q 30	36	39	11	0	3.29	0.68
LOWEST						
Q 31	21	36	25	4	2.86	0.84
Q 24	20	36	27	3	2.85	0.82
Q 32	13	36	27	10	2.60	0.88

Table 4-18. Overall Full-time Communications Faculty Measures of Importance

	Highly Important (4)	Moderately Important (3)	Minimally Important (2)	Unimportant (1)	Mean Value	Standard Deviation
HIGHEST						
Q 26	42	12	1	0	3.75	0.48
Q 22	39	13	3	0	3.65	0.58
Q 30	37	16	2	0	3.64	0.56
Q 25	36	16	3	0	3.60	0.60
Q 33	35	16	4	0	3.56	0.63
LOWEST						
Q 24	22	24	8	1	3.22	0.76
Q 31	16	26	11	2	3.02	0.80
Q 32	10	21	19	5	2.65	0.89

When looking individually at some institutions who had a statistically appropriate number of faculty responding, there was continuing agreement with the overall results (Tables 4-19 through 4-25). For example, Institution 2 (Table 4-19) and Institution 7 (Table 4-20) full-time mathematics faculty, and Institution 10's full-time communications faculty were unanimous in their agreement, although the items were listed in differing orders. Others differing by only one item listed were Institution 8 (Table 4-21) and Institution 10's mathematics faculty (Table 4-22) and Institution 12's communications faculty (Table 4-25).

Table 4-19. Institution 2 Full-time Mathematics Faculty Measures of Importance

	Highly Important (4)	Moderately Important (3)	Minimally Important (2)	Unimportant (1)	Mean Value	Standard Deviation
HIGHEST						
Q 26	12	7	1	0	3.55	0.60
Q 22	13	5	1	1	3.50	0.83
Q 33	11	7	2	0	3.45	0.69
Q 25	9	8	3	0	3.30	0.73
Q 30	9	7	4	0	3.25	0.79
LOWEST						
Q 24	5	5	9	1	2.70	0.92
Q 31	5	4	8	3	2.55	1.05
Q 32	2	7	6	5	2.30	0.98

Table 4-20. Institution 7 Full-time Mathematics Faculty Measures of Importance

	Highly Important (4)	Moderately Important (3)	Minimally Important (2)	Unimportant (1)	Mean Value	Standard Deviation
HIGHEST						
Q 25	7	2	0	0	3.78	0.44
Q 22	6	3	0	0	3.67	0.50
Q 26	6	3	0	0	3.67	0.50
Q 33	5	4	0	0	3.56	0.53
Q 30	2	6	1	0	3.11	0.60
LOWEST						
Q 32	1	5	3	0	2.78	0.67
Q 24	0	5	4	0	2.56	0.53
Q 31	0	5	4	0	2.56	0.53

Table 4-21. Institution 8 Full-time Mathematics Faculty Measures of Importance

	Highly Important (4)	Moderately Important (3)	Minimally Important (2)	Unimportant (1)	Mean Value	Standard Deviation
HIGHEST						
Q 25	9	2	0	0	3.82	0.40
Q 30	7	4	0	0	3.64	0.50
Q 22	7	3	1	0	3.55	0.69
Q 29	7	3	1	0	3.55	0.69
Q 33	7	3	1	0	3.55	0.69
LOWEST						
Q 24	4	4	2	1	3.00	1.00
Q 27	4	4	2	1	3.00	1.00
Q 32	3	5	3	0	3.00	0.77

Table 4-22. Institution 10 Full-time Mathematics Faculty Measures of Importance

		Highly Important (4)	Moderately Important (3)	Minimally Important (2)	Unimportant (1)	Mean Value	Standard Deviation
HIGHEST							
Q	26	11	2	0	0	3.85	0.38
Q	33	11	1	1	0	3.77	0.60
Q	30	8	4	1	0	3.54	0.66
Q	25	7	5	1	0	3.46	0.66
Q	28	6	7	0	0	3.46	0.52
LOWEST							
Q	23	6	2	5	0	3.08	0.95
Q	24	5	4	4	0	3.08	0.86
Q	32	2	6	3	2	2.62	0.96

Table 4-23. Institution 10 Full-time Communications Faculty Measures of Importance

		Highly Important (4)	Moderately Important (3)	Minimally Important (2)	Unimportant (1)	Mean Value	Standard Deviation
HIGHEST							
Q	22	7	0	0	0	4.00	0.00
Q	30	7	0	0	0	4.00	0.00
Q	26	6	1	0	0	3.86	0.38
Q	25	6	0	1	0	3.71	0.76
Q	33	5	1	1	0	3.57	0.79
LOWEST							
Q	24	1	4	2	0	2.86	0.69
Q	32	1	2	4	0	2.57	0.79
Q	31	1	2	3	1	2.43	0.98

Table 4-24. Institution 12 Full-time Mathematics Faculty Measures of Importance

		Highly Important (4)	Moderately Important (3)	Minimally Important (2)	Unimportant (1)	Mean Value	Standard Deviation
HIGHEST							
Q	25	6	2	0	0	3.75	0.46
Q	22	5	3	0	0	3.63	0.52
Q	26	5	3	0	0	3.63	0.52
Q	29	5	3	0	0	3.63	0.52
Q	31	4	2	2	0	3.25	0.89
LOWEST							
Q	32	2	3	2	1	2.75	1.04
Q	24	1	5	1	1	2.75	0.89
Q	23	1	4	2	1	2.63	0.92

Table 4-25. Institution 12 Full-time Communications Faculty Measures of Importance

	Highly Important (4)	Moderately Important (3)	Minimally Important (2)	Unimportant (1)	Mean Value	Standard Deviation
HIGHEST						
Q 26	8	5	0	0	3.62	0.51
Q 22	8	4	1	0	3.54	0.66
Q 23	7	6	0	0	3.54	0.52
Q 33	7	6	0	0	3.54	0.52
Q 25	7	5	1	0	3.46	0.66
LOWEST						
Q 27	5	5	3	0	3.15	0.80
Q 31	5	4	3	1	3.00	1.00
Q 32	3	3	5	2	2.54	1.05

In summary, goals described as important to both full-time mathematics and communications faculty (although in a slightly differing order of importance) were "Enhancing the faculty member's knowledge in his/her subject area," "Keeping faculty members informed about administrative decisions affecting them and their work," "Facilitating the faculty's effective use of available resources, technology and services," "Enhance/expand classroom teaching and learning techniques," and "Increasing faculty member's knowledge of the characteristics of his/her students, and helping them use that knowledge to provide better instruction."

Research Question 4

What types of professional development program goals were perceived to be important to part-time mathematics and communications instructors at their institutions?

Analysis: For selected individual institutions and for all institutions combined, means, and standard deviations were calculated, and frequency of responses were tabulated for each item listed. Descriptive data were displayed using bar graphs.

The overall results revealed that the five goals most desired by part-time, mathematics faculty (Table 4-26) were the following:

(33) Keeping faculty members informed about administrative decisions affecting them and their work. This goal had a mean value of 3.41, placing the ranking between Highly and Moderately Important, and a standard deviation of .75, a moderate amount of variation in the ratings. Eight of 78 faculty ranked this goal as Minimally Important or Unimportant.

(25) Facilitating the faculty's effective use of available instructional resources, technology and services. This goal had a mean value of 3.40, placing the ranking between Highly and Moderately Important, and a standard deviation of .63, a moderate amount of variation in the ratings. Six of 78 faculty ranked this goal as Minimally Important and none ranked it Unimportant.

(30) Increasing faculty member's knowledge of the characteristics of his or her students, and helping them use that knowledge to provide better instruction. This goal had a mean value of 3.37, placing the ranking between Highly and Moderately Important, and a standard deviation of .63, a moderate amount of variation in the ratings. Six of 78 faculty ranked this goal as Minimally Important and none ranked it Unimportant.

(26) Enhancing the faculty member's knowledge in his or her subject area. This goal had a mean value of 3.27, placing the ranking between Highly and Moderately Important, and a standard deviation of .82, a significant amount of variation in the ratings. Ten of 78 faculty ranked this goal as Minimally Important or Unimportant.

(22) Enhance/Expand classroom teaching and learning techniques (online instruction, collaborative learning, using case studies, small groups). This goal had a mean value of 3.05, placing the ranking right at Moderately Important, and a standard deviation of .85, a significant amount of variation in the ratings. Eighteen of 78 faculty ranked this goal as Minimally Important and none ranked it Unimportant.

Overall, the five goals most desired by part-time communications faculty were the same items, listed in a differing order (Table 4-27):

(26) Enhancing the faculty member's knowledge in his or her subject area. This goal had a mean value of 3.76, placing the ranking between Highly and Moderately Important, and a standard deviation of .43, a minimal amount of variation in the ratings. All 37 faculty ranked this as Highly or Moderately Important.

(30) Increasing faculty member's knowledge of the characteristics of his or her students, and helping them use that knowledge to provide better instruction. This goal had a mean value of 3.62, placing the ranking between Highly and

Moderately Important, and a standard deviation of .59, a low-moderate amount of variation in the ratings. Only two faculty ranked this goal as Minimally Important and none ranked it Unimportant.

(22) Enhance/Expand classroom teaching and learning techniques (online instruction, collaborative learning, using case studies, small groups). This goal had a mean value of 3.59, placing the ranking between Highly and Moderately Important, and a standard deviation of .55, a low-moderate amount of variation in the ratings. All but one of the 37 faculty ranked this as Highly or Moderately Important.

(25) Facilitating the faculty's effective use of available instructional resources, technology and services. This goal had a mean value of 3.49, placing the ranking between Highly and Moderately Important, and a standard deviation of .65, a moderate amount of variation in the ratings. Three of the 37 faculty ranked this as Minimally Important, and none ranked it as Unimportant.

(33) Keeping faculty members informed about administrative decisions affecting them and their work. This goal had a mean value of 3.49, placing the ranking between Highly and Moderately Important, and a standard deviation of .61, a moderate amount of variation in the ratings. Two of the 37 faculty ranked this Minimally Important, and none ranked it as Unimportant.

The three items considered least desirable as goals overall for the part-time mathematics faculty were the following:

(32) Helping faculty members cope with personal needs. This goal had a mean value of 2.35, placing the ranking between Minimally and Moderately Important, and a standard deviation of .79, a moderate amount of variation in the ratings. Five faculty rated this goal as Highly Important, 27 ranked it as Moderately Important, 36 ranked it Minimally Important and 10 ranked it Unimportant.

(31) Familiarizing faculty with the distinctive role of the community college. This goal had a mean value of 2.81, placing the ranking between Minimally and Moderately Important, and a standard deviation of .74, a moderate amount of variation in the ratings. Three ranked this goal as Unimportant and 5 faculty ranked it as Highly Important.

(23) Helping faculty adapt their teaching to changing social and economic conditions in the community and world. This goal had a mean value of 2.82, placing the ranking between Minimally and Moderately Important, and a standard deviation of .86, a significant amount of variation in the ratings. Six ranked this goal as Unimportant and 17 faculty ranked it as Highly Important.

The three items considered least desirable as goals overall for the part-time communications faculty were the following:

(32) Helping faculty members cope with personal needs. This goal had a mean value of 2.57, placing the ranking between Minimally and Moderately Important, and a standard deviation of .90, a significant amount of variation in the ratings. Six faculty rated this goal as Highly Important, 13 ranked it as Moderately Important, 14 ranked it Minimally Important and 4 ranked it Unimportant.

(31) Familiarizing faculty with the distinctive role of the community college. This goal had a mean value of 3.00, placing the ranking at Moderately Important, and a standard deviation of .60, a moderate amount of variation in the ratings. Four ranked this goal as Unimportant and 6 faculty ranked it as Highly Important.

(24) Providing an understanding of the institution's policies, procedures, and decision-making processes. This goal had a mean value of 3.00, placing the ranking at Moderately Important, and a standard deviation of .75, a moderate amount of variation in the ratings. One ranked this goal as Unimportant and 9 faculty ranked it as Highly Important.

While it is true that the mathematics and communications faculty ranked the same top five goals, there appeared to be quite a bit of difference in the mean scores and the standard deviations. Of the five questions discussed, communications faculty never ranked any of them as Unimportant, whereas some of the mathematics faculty ranked three of them as such. The standard deviations for all but one of the top five were all lower for the communications faculty, meaning there was less variance in the responses overall for those questions.

Of the three items ranked least important, the mathematics and communications faculty agreed on two of them. Both groups ranked "Helping Faculty Members cope with personal needs" as Minimally to Moderately Important, with the communication's faculty having more variance overall within that answer.

The mathematics faculty felt that "Helping faculty adapt their teaching to changing social and economic conditions in the community and world" was not as important a goal, while the communications faculty ranked it almost one-half a point higher, with little to moderate variation. The communications faculty felt that "Providing an understanding of the institution's policies, procedures, and decision-making processes" was not as important a goal as others that they chose.

Table 4-26. Overall Part-time Mathematics Faculty Measures of Importance

	Highly Important (4)	Moderately Important (3)	Minimally Important (2)	Unimportant (1)	Mean Value	Standard Deviation
HIGHEST						
Q 33	42	28	6	2	3.41	0.75
Q 25	37	35	6	0	3.40	0.63
Q 30	35	37	6	0	3.37	0.63
Q 26	35	33	6	4	3.27	0.82
Q 22	26	34	14	4	3.05	0.85
LOWEST						
Q 23	17	36	19	6	2.82	0.86
Q 31	12	42	21	3	2.81	0.74
Q 32	5	27	36	10	2.35	0.79

Table 4-27. Overall Part-time Communications Faculty Measures of Importance

	Highly Important (4)	Moderately Important (3)	Minimally Important (2)	Unimportant (1)	Mean Value	Standard Deviation
HIGHEST						
Q 26	28	9	0	0	3.76	0.43
Q 30	25	10	2	0	3.62	0.59
Q 22	23	13	1	0	3.59	0.55
Q 25	21	13	3	0	3.49	0.65
Q 33	20	15	2	0	3.49	0.61
LOWEST						
Q 24	9	20	7	1	3.00	0.75
Q 31	7	24	5	1	3.00	0.60
Q 32	6	13	14	4	2.57	0.90

Although, for the most part, the part-time faculty at the individual institutions agreed with the top 5 goals, there was some difference. For example, as seen in Tables 4-29 and 4-30, Institutions 7 and 10 mathematics faculty both included (28), "Creating harmonious working relationships among departments and divisions," while leaving out (22), "Enhance/Expand classroom teaching and learning techniques (online instruction, collaborative learning, using case studies, small groups.)"; while Institution 10 communications faculty (Table 4-31) and Institution 17 mathematics faculty (Table 4-32) both included (29), "Improvement of human relations skill" in place of (33), and (31) or (26), respectively.

Table 4-28. Institution 2 Part-time Mathematics Faculty Measures of Importance

	Highly Important (4)	Moderately Important (3)	Minimally Important (2)	Unimportant (1)	Mean Value	Standard Deviation
HIGHEST						
Q 25	14	9	0	0	3.61	0.50
Q 33	13	9	1	0	3.52	0.95
Q 30	10	12	1	0	3.39	0.58
Q 22	8	14	1	0	3.30	0.56
Q 26	11	8	3	1	3.26	0.86
LOWEST						
Q 28	4	13	5	1	2.87	0.76
Q 31	2	14	7	0	2.78	0.60
Q 32	1	7	11	4	2.22	0.80

When looking at individual institutions, most everyone agreed they disliked the goals of (31) and (32), although they differed on whether it was the most disliked goal or not. The third goal tended to be split according to discipline according to the overall results. For example, Institutions 10 and 7 part-time mathematics faculty included (23) and not (24), while Institution 10 part-time communications faculty included (24) and not (23). Others included a different item instead of (23) or (24). For example, Institution 2 part-time mathematics faculty included (28), "Creating harmonious working relationships among departments and divisions," while Institution 17 part-time mathematics faculty included (22), "Enhance/Expand classroom teaching and learning techniques (online instruction, collaborative learning, using case studies, small groups)."

Table 4-29. Institution 7 Part-time Mathematics Faculty Measures of Importance

		Highly Important (4)	Moderately Important (3)	Minimally Important (2)	Unimportant (1)	Mean Value	Standard Deviation
HIGHEST							
Q	25	8	6	0	0	3.57	0.51
Q	26	6	7	1	0	3.36	0.63
Q	33	6	6	2	0	3.29	0.73
Q	28	5	7	2	0	3.21	0.70
Q	30	4	9	1	0	3.21	0.58
LOWEST							
Q	23	4	6	2	2	2.86	1.03
Q	31	2	5	7	0	2.64	0.74
Q	32	1	3	8	2	2.21	0.80

Table 4-30. Institution 10 Part-time Mathematics Faculty Measures of Importance

		Highly Important (4)	Moderately Important (3)	Minimally Important (2)	Unimportant (1)	Mean Value	Standard Deviation
HIGHEST							
Q	28	2	4	4	0	3.80	0.79
Q	25	6	3	1	0	3.50	0.71
Q	26	5	5	0	0	3.50	0.53
Q	30	5	4	1	0	3.40	0.70
Q	33	5	4	1	0	3.40	0.70
LOWEST							
Q	31	1	7	1	1	2.80	0.79
Q	32	1	4	4	1	2.50	0.85
Q	23	0	5	4	1	2.40	0.70

Table 4-31. Institution 10 Part-time Communications Faculty Measures of Importance

		Highly Important (4)	Moderately Important (3)	Minimally Important (2)	Unimportant (1)	Mean Value	Standard Deviation
HIGHEST							
Q	26	7	1	0	0	3.88	0.35
Q	22	6	2	0	0	3.75	0.46
Q	30	6	2	0	0	3.75	0.46
Q	25	4	3	1	0	3.38	0.74
Q	29	3	5	0	0	3.38	0.52
LOWEST							
Q	32	1	6	0	1	2.88	0.83
Q	31	0	7	0	1	2.75	0.71
Q	24	0	6	1	1	2.63	0.74

Table 4-32. Institution 17 Part-time Mathematics Faculty Measures of Importance

	Highly Important (4)	Moderately Important (3)	Minimally Important (2)	Unimportant (1)	Mean Value	Standard Deviation
HIGHEST						
Q 30	4	3	1	0	3.38	0.74
Q 29	4	2	2	0	3.25	0.89
Q 31	3	4	1	0	3.25	0.71
Q 33	3	4	0	1	3.13	0.99
Q 25	2	5	1	0	3.13	0.64
LOWEST						
Q 24	1	4	2	1	2.63	0.92
Q 32	1	3	4	0	2.63	0.74
Q 22	0	5	2	1	2.50	0.76

In summary, part-time mathematics and communications faculty agreed that the following goals were highly important, (although they did rank them slightly different): "Keeping faculty members informed about administrative decisions affecting them and their work," "Facilitating the faculty's effective use of available instructional resources, technology and services," "Increasing faculty member's knowledge of the characteristics of his/her students and helping them use that knowledge to provide better instruction," "Enhancing the faculty member's knowledge in his/her subject area," and "Enhance/expand classroom teaching and learning techniques." These were identical to the full-time faculty's responses, although the rankings differed some.

Research Question 5

What types of professional development programs were perceived to be available to full-time mathematics and communications instructors at their institutions?

Analysis: For selected individual institutions and for all institutions combined, means, and standard deviations were calculated, and frequency of responses were tabulated for each item listed. Descriptive data were displayed using bar graphs.

These results were measured under the first subscale entitled "Availability of Variety of Development Activities as Perceived by Faculty," and were encompassed within questions 34B through 50 B. Please note, these results are based on those returning the survey, not on those answering the survey. This distinction is important since the question was asked using a "mark if Yes" type response. Therefore, no distinction was made between those answering the question "no" and those who chose not to answer the question.

As seen in Table 4-33, 98% of the full-time mathematics faculty who returned the survey stated that they have "Student evaluation of instruction" available at their institution, while 87% of the faculty returning the survey stated they have "Formal evaluation of teaching by chairperson or dean." Agreement as to what was available at their institution quickly drops from there with 79% stating that they have "On campus workshops on topics of interest to faculty in their professional roles," 77% stating they have "Access to professional development materials in the campus library (materials that relate either to your discipline and/or teaching and learning strategies)," and "Orientation programs for faculty new to the school." Seventy-four percent stated that they have "Individual development plans (IDP's), reviewed annually with dean or chairperson," while 72% said they had "Travel money to attend professional meetings" available to them. Sixty-seven percent stated that they had "Life-planning workshops to provide information about financial planning and retirement planning" available to them, while 64% perceived that they had "Financial support for advanced graduate study and/or discipline related research activities" available to them. Sixty-one percent perceived that they could take "Graduate courses for credit, offered on your own campus, or on a nearby university campus," and 53% stated they had "Observation and critique of teaching by full- or part-time faculty colleagues/peer groups available to them. Of those answering the survey, 42% believed they had a "Campus office for instructional development, offering professional expertise to aid faculty." Between 30% to 40% believed they had the availability for "Consultant visits to campuses," "Groups formed for sharing personal experiences and problems related to the roles of faculty members," and the opportunity to go on "Retreats." Twenty-nine percent perceived they had the availability of "Videotaping and review of practice teaching sessions with full or part-time faculty colleagues," and 17% believed they could partake in "Career planning workshops to assist faculty members in planning for future professional endeavors."

Table 4-33. Overall FT Math

		Available? Yes (1)	Unavailable (0)	Proportion Yes (%)
Q	45	85	2	0.98
Q	43	76	11	0.87
Q	38	69	18	0.79
Q	46	67	20	0.77
Q	47	67	20	0.77
Q	34	64	23	0.74
Q	39	63	24	0.72
Q	49	58	29	0.67
Q	42	56	31	0.64
Q	40	53	34	0.61
Q	37	46	41	0.53
Q	50	37	50	0.42
Q	35	34	53	0.39
Q	44	27	50	0.31
Q	36	26	61	0.30
Q	41	25	62	0.29
Q	48	15	72	0.17

As seen in Table 4-34, 98% of the full-time communications faculty stated that they have "Student evaluation of instruction," available at their institution, while 87% of the faculty stated they have "Formal evaluation of teaching by chairperson or dean," and "Access to professional development materials in the campus library (materials that relate either to your discipline and/or teaching and learning strategies)." As with the mathematics faculty, the communications faculty began to differ as to what was available to them after this point.

Table 4-34. Overall FT Comm

	Available? Yes (1)	Unavailable (0)	Proportion Yes (%)
Q 45	54	1	0.98
Q 43	48	7	0.87
Q 46	48	7	0.87
Q 47	43	12	0.78
Q 34	40	15	0.73
Q 39	39	16	0.71
Q 38	38	17	0.69
Q 40	38	17	0.69
Q 49	35	20	0.64
Q 37	34	21	0.62
Q 42	27	28	0.49
Q 35	23	32	0.42
Q 50	23	32	0.42
Q 36	19	36	0.35
Q 44	17	38	0.21
Q 41	10	45	0.18
Q 48	9	46	0.16

Seventy-eight percent agreed that "Orientation programs for faculty new to the school" was available, while 73% agreed that they had "Individual development plans (IDP's) reviewed annually with dean or chairperson." Seventy-one percent perceived that they had access to "Travel money to attend professional meetings," while 69% agreed that they had "On-campus workshops on topics of interest to faculty in their professional roles" and "Graduate courses for credit, offered on your own campus, or on a nearby university campus" available to them. Between 60% and 65% perceived that they could attend "Life-planning workshops to provide information about financial planning and retirement planning" and could have "Observation and critique of teaching by full- or part-time faculty colleagues/peer groups." Of those answering the survey, 49% stated they had "Financial support for advanced graduate study and/or discipline-related research activities," while 42% stated they had "Consultants visit campus," and that they had a "Campus office for instructional development, offering professional expertise to aid faculty." Thirty-five percent stated their institutions provided "Retreats," while 21%

stated they had "Groups formed for sharing personal experiences and problems related to the roles of faculty members." Less than 20% said they had access to "Videotaping and review of practice teaching sessions with full or part-time faculty colleagues" or "Career planning workshops to assist faculty members in planning for future professional endeavors."

According to the percentage responding "yes" to the availability of activities, the amount of full-time mathematics and communications faculty were similar. Fifty percent or more of the mathematics faculty stated 11 of the activities were available, compared with 50% or more of the communications faculty stating that 10 of the activities were available to them (Figure 4-1).

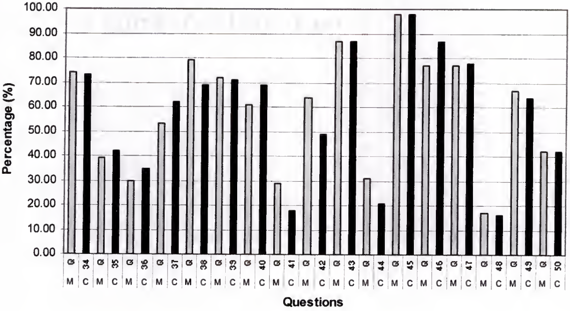


Figure 4-1. Proportion of Faculty Indicating Professional Development Activity is Available: Full-time Math Compared to Full-time Communications

Within institutions and discipline, there was often disagreement as to whether a particular item was available to faculty. For example, while Institution 2's full-time mathematics faculty agreed much on availability of the items overall, five of the items were listed as available by 45-50 percent of the people, meaning that the other 50% to 55% did not believe the activities were available to them or did not answer the question (Table 4-35). At Institution 10 in the communications area, four items were listed as available by 57% of the full-time faculty, meaning 43% stated those activities were not available or did not answer the question (Table 4-37). At Institution 12, 100% of the full-time mathematics faculty stated that "Financial support for graduate study" and "On-campus workshops" were available to them, while the percentage of communications faculty perceiving that was 54% and 62%, respectively (Tables 4-38, 4-39). This same type of pattern occurred in several other institutions as well, in both mathematics and communications.

Table 4-35. Institution 2 FT Math

		Available? Yes (1)	Unavailable (0)	Proportion Yes (%)
Q	43	20	0	100%
Q	45	20	0	100%
Q	38	18	2	90%
Q	47	18	2	90%
Q	34	16	4	80%
Q	39	16	4	80%
Q	46	16	4	80%
Q	35	14	6	70%
Q	40	14	6	70%
Q	42	14	6	70%
Q	49	14	6	70%
Q	44	10	10	50%
Q	37	9	11	45%
Q	41	9	11	45%
Q	50	9	11	45%
Q	36	6	14	30%
Q	48	4	16	20%

Table 4-36. Institution 10 FT Math

	Available? Yes (1)	Unavailable (0)	Proportion Yes (%)
Q 38	12	1	92%
Q 45	12	1	92%
Q 40	11	2	85%
Q 46	11	2	85%
Q 37	9	4	69%
Q 39	9	4	69%
Q 42	9	4	69%
Q 47	9	4	69%
Q 34	8	5	62%
Q 43	8	5	62%
Q 35	7	6	54%
Q 49	6	7	46%
Q 50	6	7	46%
Q 41	5	8	38%
Q 48	4	9	31%
Q 36	2	11	15%
Q 44	1	12	7%

Table 4-37. Institution 10 FT Comm

	Available? Yes (1)	Unavailable (0)	Proportion Yes (%)
Q 38	7	0	100%
Q 39	7	0	100%
Q 45	7	0	100%
Q 47	7	0	100%
Q 46	6	1	86%
Q 50	6	1	86%
Q 40	5	2	71%
Q 43	5	2	71%
Q 37	5	2	70%
Q 34	4	3	57%
Q 35	4	3	57%
Q 42	4	3	57%
Q 49	4	3	57%
Q 36	2	5	29%
Q 44	2	5	29%
Q 48	1	6	14%
Q 41	0	7	0%

Table 4-38. Institution 12 FT Math

	Available? Yes (1)	Unavailable (0)	Proportion Yes (%)
Q 37	8	0	100%
Q 38	8	0	100%
Q 42	8	0	100%
Q 43	8	0	100%
Q 45	8	0	100%
Q 49	8	0	100%
Q 39	7	1	88%
Q 40	6	2	75%
Q 46	6	2	75%
Q 47	6	2	75%
Q 50	6	2	75%
Q 34	5	3	63%
Q 36	5	3	63%
Q 35	4	4	50%
Q 41	3	5	38%
Q 44	3	5	38%
Q 48	1	7	13%

Table 4-39. Institution 12 FT Comm

	Available? Yes (1)	Unavailable (0)	Proportion Yes (%)
Q 45	13	0	100%
Q 37	11	2	85%
Q 46	11	2	85%
Q 34	10	3	77%
Q 43	10	3	77%
Q 40	9	4	69%
Q 49	9	4	69%
Q 36	8	5	62%
Q 42	8	5	62%
Q 47	8	5	62%
Q 50	8	5	62%
Q 38	7	6	54%
Q 39	6	7	46%
Q 44	6	7	46%
Q 35	5	8	38%
Q 48	4	9	31%
Q 41	2	11	15%

In summary, eleven out of 17 items were perceived to be more available by full-time mathematics faculty than the full-time communications faculty, while 50% or more of the faculty overall perceived at least 10 of the 17 items available to them.

Research Question 6

What types of professional development programs were perceived to be available to part-time mathematics and communications instructors at their institutions?

Analysis: For selected individual institutions and for all institutions combined, means, and standard deviations were calculated, and frequency of responses were tabulated for each item listed. Descriptive data were displayed using bar graphs.

Of the items that part-time mathematics faculty perceived available to them, less than 50% of the faculty returning surveys stated that 12 of the 17 items were available. Of the five items considered available by more than 50% of the people, 74% believed that they could participate in "Student evaluation of instruction." Fifty-nine percent of the part-time mathematics faculty stated there were "Orientation programs for faculty new to the school," while 56% said they had "Access to professional development materials in the campus library (materials that relate either to your discipline and/or teaching and learning strategies)." Fifty-three percent stated they could attend "On-campus workshops on topics of interest to faculty in their professional roles," while 51% stated they had "Formal evaluation of their teaching by chairperson or dean" (Table 4-40).

Of the items that part-time communications faculty perceived available to them, for 15 of the 17 items, less than 50% of faculty stated they were available. 78% of the faculty perceived that they could participate in "Student evaluation of instruction," and

51% perceived that "On-campus workshops on topics of interest to faculty in their professional roles" was available to them (Table 4-41).

Table 4-40. Overall PT Math

	Available? Yes (1)	Unavailable (0)	Proportion Yes (%)
Q 45	58	20	74%
Q 47	46	32	59%
Q 46	44	34	56%
Q 38	41	37	53%
Q 43	40	38	51%
Q 37	32	46	41%
Q 40	23	55	29%
Q 34	21	57	27%
Q 49	20	58	26%
Q 39	16	62	21%
Q 50	16	62	21%
Q 44	14	64	18%
Q 35	12	66	15%
Q 42	11	67	14%
Q 48	9	69	12%
Q 41	8	70	10%
Q 36	7	71	8%

Table 4-41. Overall PT Comm

	Available? Yes (1)	Unavailable (0)	Proportion Yes (%)
Q 45	29	8	78%
Q 38	19	18	51%
Q 37	18	19	49%
Q 46	18	19	49%
Q 47	18	19	49%
Q 43	16	21	43%
Q 39	11	26	30%
Q 49	10	27	27%
Q 34	9	28	24%
Q 40	9	28	24%
Q 50	8	29	22%
Q 44	7	30	19%
Q 42	5	32	14%
Q 48	5	32	14%
Q 41	4	33	11%
Q 35	3	34	8%
Q 36	2	35	5%

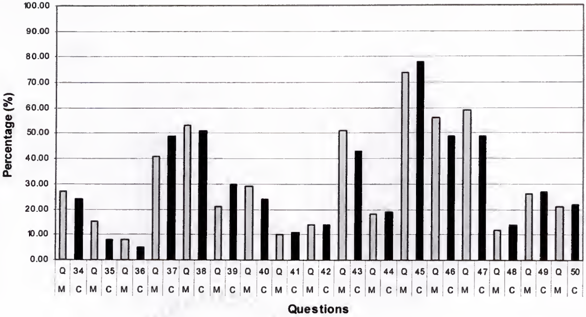


Figure 4-2. Proportion of Faculty Indicating Professional Development Activity is Available: Part-time Math Compared to Part-time Communications

Once again, within institutions and discipline, there was often disagreement as to whether a particular item was available to faculty. For example, while Institution 10 part-time mathematics faculty agreed on availability of the first three items, the next 9 items were listed as available by 30% to 50% of the people, meaning that the other 50% to 70% did not believe the activities were available to them (Table 4-42, 4-3). At Institution 10 in the communications area, four items were listed as available by 60-90% of the part-time faculty, while for the next 8 questions, 25-50% stated the activities were available, meaning that 50-75% did not perceive them available (Table 4-43, 4-3). This same type of pattern occurred in several other institutions as well in both mathematics and communications.

Table 4-42. Institution 10 PT Math

		Available? Yes (1)	Unavailable (0)	Proportion Yes (%)
Q	37	7	3	70%
Q	45	7	3	70%
Q	47	7	3	70%
Q	43	5	5	50%
Q	46	5	5	50%
Q	34	4	6	40%
Q	35	3	7	30%
Q	38	3	7	30%
Q	39	2	8	20%
Q	40	2	8	20%
Q	49	2	8	20%
Q	50	2	8	20%
Q	36	1	9	10%
Q	41	1	9	10%
Q	42	1	9	10%
Q	44	1	9	10%
Q	48	1	9	10%

Table 4-43. Institution 10 PT Comm

		Available? Yes (1)	Unavailable (0)	Proportion Yes (%)
Q	45	7	1	88%
Q	37	5	3	63%
Q	38	5	3	63%
Q	43	5	3	63%
Q	46	4	4	50%
Q	39	3	5	38%
Q	44	3	5	38%
Q	47	3	5	38%
Q	49	3	5	38%
Q	50	3	5	38%
Q	34	2	6	25%
Q	48	2	6	25%
Q	40	1	7	13%
Q	35	0	8	0%
Q	36	0	8	0%
Q	41	0	8	0%
Q	42	0	8	0%

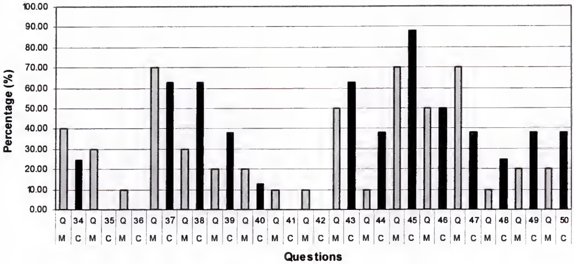


Figure 4-3. Proportion of Faculty Indicating Professional Development Activity is Available: Part-time Math Compared to Part-time Communications at Institution #10

In summary, more than 50% of part-time mathematics faculty listed 5 activities as available, while 50% or more of full-time mathematics faculty listed 12 activities as available. Fifty percent or more of part-time communications faculty listed only 2 activities as available, while 50% or more of full-time communications faculty listed 8 activities as available. Eighty percent or more full-time mathematics faculty listed 7 activities as available, and 80% or more of full-time communications faculty listed 5 activities as available. However, no activity had greater than 78% part-time mathematics or communications faculty responding positively, and all but one activity for each had less than a 60% positive response rate.

Research Question 7

What types of professional development activities did full and part-time faculty think part-time faculty should be included in?

Analysis: For mathematics faculty combined, communications faculty combined, and all faculty combined, proportions of faculty supporting involvement were calculated, and frequency of responses were tabulated for each item listed. Descriptive data were displayed using line graphs.

Overall, 50% or more of full-time faculty who responded to the survey (including both mathematics and communications faculty) stated that part-time faculty should be included in 7 of the 17 activities listed (Table 4-44, Figure 4-4). Those activities follow:

(45) Student evaluation of instruction. One-hundred twenty (85%) of the full-time faculty stated that adjuncts should be included.

(46) Access to professional development materials in the campus library (materials that relate either to your discipline and/or teaching and learning strategies). One-hundred ten (77%) of the full-time faculty stated that adjuncts should be included.

(38) On-campus workshops on topics of interest to faculty in their professional roles. One-hundred eight (76%) of the full-time faculty stated that adjuncts should be included.

(47) Orientation programs for faculty new to the school. One-hundred eight (76%) of the full-time faculty stated that adjuncts should be included.

(43) Formal evaluation of teaching by chairperson or dean. One-hundred two (72%) of the full-time faculty stated that adjuncts should be included.

(37) Observation and critique of teaching by full or part-time faculty colleagues / peer groups. Ninety-six (68%) of the full-time faculty stated that adjuncts should be included.

(34) Individual development plans, reviewed annually with dean or chairperson. Seventy-four (52%) of the full-time faculty stated that adjuncts should be included.

Overall, 50% or more of part-time faculty who responded to the survey stated that part-time faculty such as themselves should be included in 9 of the 17 activities listed (Table 4-45, Figure 4-4). The seven listed by the full-time faculty were included by the part-time faculty, but in a differing order:

Table 4-44. Overall FT Faculty

		Adjuncts? Yes(1)	Don't Include (0)	Proportion Yes (%)
Q	45	120	22	85%
Q	46	110	32	77%
Q	38	108	34	76%
Q	47	108	34	76%
Q	43	102	40	72%
Q	37	96	46	68%
Q	34	74	68	52%
Q	40	67	75	47%
Q	35	66	76	46%
Q	44	66	76	46%
Q	50	64	78	45%
Q	49	62	80	44%
Q	41	56	86	39%
Q	36	49	93	35%
Q	48	47	95	33%
Q	39	45	97	32%
Q	42	28	114	20%

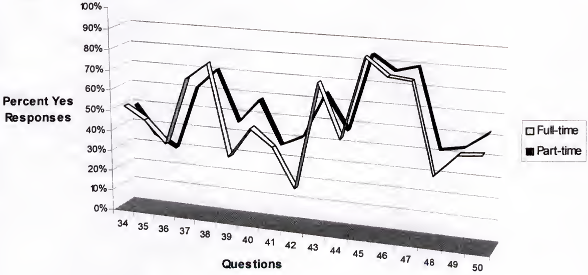


Figure 4-4. Should Adjuncts be Included in Particular Professional Development Activities: Full-time compared to Part-time Faculty Overall

(45) Student evaluation of instruction. Ninety-seven (84%) of the part-time faculty stated that adjuncts should be included.

(47) Orientation programs for faculty new to the school. Ninety-two (80%) of the part-time faculty stated that adjuncts should be included.

(46) Access to professional development materials in the campus library (materials that relate either to your discipline and/or teaching and learning strategies). Eighty-nine (77%) of the part-time faculty stated that adjuncts should be included.

(38) On-campus workshops on topics of interest to faculty in their professional roles. Eighty-two (71%) of the part-time faculty stated that adjuncts should be included.

(43) Formal evaluation of teaching by chairperson or dean. Seventy-four (64%) of the part-time faculty stated that adjuncts should be included.

(37) Observation and critique of teaching by full or part-time faculty colleagues/peer groups. Seventy (61%) of the part-time faculty stated that adjuncts should be included.

(40) Graduate courses for credit, offered on your own campus, or on a nearby university campus. Sixty-seven (58%) of the part-time faculty stated that adjuncts should be included.

(50) Campus office for instructional development, offering professional expertise to aid faculty. Sixty (52%) of the part-time faculty stated that adjuncts should be included.

(34) Individual development plans (IDPs), reviewed annually with dean or chairperson. Fifty-eight (50%) of the part-time faculty stated that adjuncts should be included.

While there were no activities that full-time faculty said the part-time faculty should not be involved in, 40% or less of the full-time faculty did not say to include them in five of the activities listed. These activities were the following:

(42) Financial support for advanced graduate study and/or discipline-related research activities. Only 28 out of 142 (20%) full-time faculty said to include adjuncts.

(39) Travel money to attend professional meetings. Forty-five (32%) full-time faculty said to include adjuncts.

(48) Career planning workshops to assist faculty members in planning for future professional endeavors. Forty-seven (33%) full-time faculty said to include adjuncts.

(36) Retreats. Forty-nine (35%) said to include adjuncts.

(41) Videotaping and review of practice teaching sessions with full or part-time faculty colleagues. Fifty-six (39%) said to include adjuncts.

Table 4-45. Overall PT Faculty

	Adjuncts? Yes (1)	Don't Include (0)	Proportion Yes (%)
Q 45	97	18	84%
Q 47	92	23	80%
Q 46	89	26	77%
Q 38	82	33	71%
Q 43	74	41	64%
Q 37	70	45	61%
Q 40	67	48	58%
Q 50	60	55	52%
Q 34	58	57	50%
Q 44	54	61	47%
Q 39	53	62	46%
Q 49	51	64	44%
Q 42	48	67	42%
Q 48	48	67	42%
Q 41	43	72	37%
Q 35	41	74	36%
Q 36	34	81	30%

While there were no activities that part-time faculty said that they should not be involved in, 40% or less of the part-time faculty did not say to include them in five of the activities listed. These activities were

(36) Retreats. Thirty-four of 115 (30%) part-time faculty said to include adjuncts.

(35) Travel money to attend professional meetings. Forty-one (36%) said to include adjuncts.

(41) Videotaping and review of practice teaching sessions with full or part-time faculty colleagues. Forty-three (37%) said to include adjuncts.

Proportionally, for about one-half of the activities, more part-time faculty stated that they should be involved, and for the other half of the activities, fewer part-time faculty stated they should be involved when compared with the full-time faculty. Proportionally, twice as many part-timers felt they should be involved in "Financial support for advanced graduate study and/or discipline related research activities" than did the full-time faculty; and about a third more part-timers felt they should be eligible for "Travel money to attend professional meetings" than did the full-time faculty.

When dividing the full-time mathematics from the full-time communications faculty, the results were very similar to the overall. The full-time mathematics faculty listed the exact same seven activities for which they would include the part-time instructors as was seen in the overall full-time list, with a slightly different order, but with nearly an identical proportion of people agreeing to include them (Tables 4-46 and 4-47). There were only four activities for which 40% or less of the full-time mathematics faculty stated to include the adjuncts. These were the same as the first four described in the overall full-time faculty list, with almost identical percentages responding positively.

The full-time communications faculty also listed the same 7 activities for which they would include part-time instructors as did the mathematics full-time faculty, with a slightly different order (Table 4-48). Most of the proportion of responses were nearly identical, with the exception of activity (38) "On campus workshops," where 69% of the communications faculty agreed and 80% of the mathematics faculty agreed. The full-time communications faculty also listed the same three activities as in the overall ranking, in a slightly different order.

Table 4-46. Overall FT Math Faculty

		Adjuncts? Yes(1)	Don't Include (0)	Proportion Yes (%)
Q	45	76	11	87%
Q	38	70	17	80%
Q	46	69	18	79%
Q	47	67	20	77%
Q	43	62	25	71%
Q	37	58	29	67%
Q	34	45	42	52%
Q	44	44	43	51%
Q	41	43	44	49%
Q	40	42	45	48%
Q	35	41	46	47%
Q	49	40	47	46%
Q	50	38	49	44%
Q	36	32	55	37%
Q	48	30	57	34%
Q	39	29	58	33%
Q	42	18	69	21%

Table 4-47. Overall PT Math Faculty

		Adjuncts? Yes (1)	Don't Include (0)	Proportion Yes (%)
Q	45	68	10	87%
Q	46	62	16	79%
Q	47	62	16	79%
Q	38	51	27	65%
Q	43	49	29	63%
Q	37	48	30	62%
Q	40	41	37	53%
Q	50	39	39	50%
Q	34	35	43	45%
Q	44	33	45	42%
Q	48	30	48	38%
Q	49	30	48	38%
Q	39	27	51	35%
Q	41	27	51	35%
Q	35	26	52	33%
Q	42	26	52	33%
Q	36	17	61	22%

Table 4-48. FT Communications Faculty

	Adjuncts? Yes (1)	Don't Include (0)	Proportion Yes (%)
Q 45	44	11	80%
Q 46	41	14	75%
Q 47	41	14	75%
Q 43	40	15	73%
Q 37	38	17	69%
Q 38	38	17	69%
Q 34	29	26	53%
Q 50	26	29	47%
Q 35	25	30	45%
Q 40	25	30	45%
Q 44	22	33	40%
Q 49	22	33	40%
Q 36	17	38	31%
Q 48	17	38	31%
Q 39	16	39	29%
Q 41	13	42	24%
Q 42	10	45	18%

When comparing the part-time communications with the overall part-time faculty results, there were some interesting differences. For example, 50% or more of the part-time communications faculty listed 13 activities they thought adjuncts should be included in, as opposed to the nine listed overall (Table 4-49). The 4 activities included that were not included overall were

(39) Travel money to attend professional meetings. Twenty-six (70%) said to include the adjuncts.

(42) Financial support for advanced graduate study and/or discipline-related research activities. Twenty-two (59%) said to include adjuncts.

(44) Groups formed for sharing personal experiences and problems related to the roles of faculty members. Twenty-one (57%) said to include adjuncts.

(49) Life-planning workshops to provide information about financial planning and retirement planning. Twenty-one (57%) said to include adjuncts.

Table 4-49. PT Communications Faculty

	Adjuncts? Yes (1)	Don't Include (0)	Proportion Yes (%)
Q 38	31	6	84%
Q 47	30	7	81%
Q 45	29	8	78%
Q 46	27	10	73%
Q 39	26	11	70%
Q 40	26	11	70%
Q 43	25	12	68%
Q 34	23	14	62%
Q 37	22	15	59%
Q 42	22	15	59%
Q 44	21	16	57%
Q 49	21	16	57%
Q 50	21	16	57%
Q 48	18	19	49%
Q 36	17	20	46%
Q 41	16	21	43%
Q 35	15	22	41%

There were differences also in the percentage of those responding positively concerning those items in agreement. For example, 84% of the part-time communications faculty stated adjuncts should be involved in "On-campus workshops on topics of interest to faculty in their professional roles," while only 71% stated that overall.

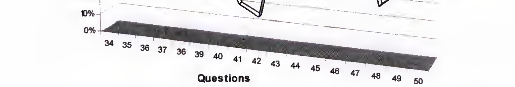


Figure 4-5. Should Adjuncts be Included in Particular Professional Development Activities: Full-time Communications compared to Part-time Communications Faculty

When looking at the part-time mathematics faculty, the results were almost identical when compared to the overall part-time faculty proportions (Table 4-47). Fifty percent of the part-time mathematics faculty listed 8 activities that they felt they should be involved in and listed all but two in the same order as the overall mathematics faculty (activities 46 and 47 were switched around in order of importance). The proportion of faculty agreeing that the part-time faculty should be involved in the particular activities was nearly identical.

Interestingly, when looking at each discipline within particular institutions when compared to the overall of each discipline, there are marked differences in the proportion of full-time faculty that thought part-time faculty should be included. For example, at Institution 2, 80% of the full-time mathematics faculty stated they thought adjuncts should be involved in "Videotaping and review of practice teaching sessions with full or part-time faculty colleagues," while 49% thought that when looking at full-time mathematics faculty overall (Table 4-50). At Institution 7, 22% of full-time mathematics faculty thought they should be involved in this activity, while at Institution 8, 64% felt they should be involved (Tables 4-51, 4-52).

The same phenomenon occurred when looking at the full-time communications faculty at individual institutions. For example, 80% of full-time communications faculty overall stated that part-time faculty should be included in "Student evaluation of instruction." (Table 4-48) However, at Institution 10, the proportion of communications faculty stating they should be included was 43% (Table 4-55) At Institution 12, 69% felt they should be included (Table 4-56) For the activity "Formal evaluation of teaching by chairperson or dean," 73% of the overall communications faculty stated part-time faculty should be included. At Institution 10, 100% of the faculty felt they should be involved.

Table 4-50. Institution 2 FT Math Faculty

		Adjuncts? Yes(1)	Don't Include (0)	Proportion Yes (%)
Q	45	19	1	95%
Q	47	19	1	95%
Q	46	18	2	90%
Q	38	17	3	85%
Q	41	16	4	80%
Q	43	16	4	80%
Q	44	15	5	75%
Q	35	14	6	70%
Q	50	14	6	70%
Q	37	13	7	65%
Q	49	13	7	65%
Q	40	10	10	50%
Q	48	10	10	50%
Q	34	9	11	45%
Q	39	9	11	45%
Q	36	7	13	35%
Q	42	6	14	30%

Table 4-51. Institution 7 FT Math Faculty

		Adjuncts? Yes (1)	Don't Include (0)	Proportion Yes (%)
Q	38	6	3	67%
Q	45	6	3	67%
Q	47	6	3	67%
Q	46	5	4	56%
Q	34	4	5	44%
Q	37	4	5	44%
Q	44	4	5	44%
Q	35	3	6	33%
Q	49	3	6	33%
Q	36	2	7	22%
Q	40	2	7	22%
Q	41	2	7	22%
Q	43	2	7	22%
Q	50	2	7	22%
Q	42	1	8	11%
Q	39	1	8	11%
Q	48	1	8	11%

Table 4-52. Institution 8 FT Math Faculty

		Adjuncts? Yes (1)	Don't Include (0)	Proportion Yes (%)
Q	38	11	0	100%
Q	43	11	0	100%
Q	46	10	1	91%
Q	36	10	1	91%
Q	47	10	1	91%
0	34	8	3	73%
Q	40	8	3	73%
Q	44	7	4	64%
Q	49	7	4	64%
Q	41	7	4	64%
Q	48	7	4	64%
Q	50	6	5	55%
Q	35	6	5	55%
Q	39	6	5	55%
Q	42	5	6	45%
Q	37	3	8	27%
Q	45	2	9	18%

Table 4-53. Institution 10 FT Math Faculty

		Adjuncts? Yes (1)	Don't Include (0)	Proportion Yes (%)
Q	37	13	0	100%
Q	45	11	2	85%
Q	46	11	2	85%
Q	47	11	2	85%
Q	34	11	2	85%
Q	40	9	4	69%
Q	43	9	4	69%
Q	35	9	4	69%
Q	41	7	6	54%
Q	36	7	6	54%
Q	44	5	8	38%
Q	48	5	8	38%
Q	50	5	8	38%
Q	39	5	8	38%
Q	49	4	9	31%
Q	42	4	9	31%
Q	38	3	10	23%

While overall 67% of responding faculty stated adjuncts should be included in "Observation and critique of teaching by full- or part-time faculty colleagues / peer groups," agreement was not seen between the institutions. For example, 44% of faculty at Institution 7 agreed to adjunct involvement, while 27% agreed at Institution 8, and 100% agreed with the statement at Institutions 10 and 12 (Tables 4-51 through 4-54).

Table 4-54. Institution 12 FT Math Faculty

		Adjuncts? Yes(1)	Don't Include (0)	Proportion Yes (%)
Q	37	8	0	100%
Q	38	7	1	88%
Q	45	7	1	88%
Q	43	7	1	88%
Q	46	6	2	75%
Q	40	6	2	75%
Q	49	5	3	63%
Q	35	5	3	63%
Q	36	4	4	50%
Q	44	4	4	50%
Q	50	4	4	50%
Q	34	4	4	50%
Q	41	3	5	38%
Q	47	3	5	38%
Q	48	3	5	38%
Q	39	2	6	25%
Q	42	1	7	13%

Once again, when looking at each discipline within particular institutions when compared to the overall of each discipline, one can find some marked differences in the proportion of part-time faculty that thought part-time faculty should be included, however, there seemed to be some closer agreement than was seen with the full-time faculty. For example, overall, 87% of part-time mathematics faculty said that part-time faculty should be included in "Student evaluation of instruction," while 14% of the part-time mathematics faculty thought that at Institution 7 (Table 4-58). However, across the board at Institutions 2, 7, 8, 10, and 12, a high percentage (above 75%) of mathematics and communications part-time faculty stated that part-time faculty should be included in

"Access to professional development materials in the campus library" (Tables 4-57 through 4-61)

Table 4-55. Institution 10 FT Comm Faculty

		Adjuncts? Yes(1)	Don't Include (0)	Proportion Yes (%)
Q	34	7	0	100%
Q	35	7	0	100%
Q	40	7	0	100%
Q	43	7	0	100%
Q	46	6	1	86%
Q	39	6	1	86%
Q	44	6	1	86%
Q	50	6	1	86%
Q	36	6	1	86%
Q	49	5	2	71%
Q	42	5	2	71%
Q	48	5	2	71%
Q	41	4	3	57%
Q	37	4	3	57%
Q	38	3	4	43%
Q	45	3	4	43%
Q	47	1	6	14%

Table 4-56. Institution 12 FT Comm Faculty

		Adjuncts? Yes (1)	Don't Include (0)	Proportion Yes (%)
Q	37	10	3	77%
Q	45	9	4	69%
Q	38	8	5	62%
Q	43	8	5	62%
Q	46	8	5	62%
Q	47	8	5	62%
Q	34	6	7	46%
Q	36	6	7	46%
Q	40	6	7	46%
Q	44	6	7	46%
Q	50	6	7	46%
Q	35	5	8	38%
Q	48	5	8	38%
Q	49	5	8	38%
Q	42	3	10	23%
Q	39	2	11	15%
Q	41	2	11	15%

Table 4-57. Institution 2 PT Math Faculty

		Adjuncts? Yes (1)	Don't Include (0)	Proportion Yes (%)
Q	38	19	4	83%
Q	45	19	4	83%
Q	46	19	4	83%
Q	47	19	4	83%
Q	43	17	6	74%
Q	37	16	7	70%
Q	40	15	8	65%
Q	50	14	9	61%
Q	44	13	10	57%
Q	49	13	10	57%
Q	42	12	11	52%
Q	39	11	12	48%
Q	48	11	12	48%
Q	34	10	13	43%
Q	41	10	13	43%
Q	35	9	14	39%
Q	36	8	15	35%

Table 4-58. Institution 7 PT Math Faculty

		Adjuncts? Yes (1)	Don't Include (0)	Proportion Yes (%)
Q	46	14	0	100%
Q	43	12	2	86%
Q	47	10	4	71%
Q	40	10	4	71%
Q	34	9	5	64%
Q	37	8	6	57%
Q	38	8	6	57%
Q	50	8	6	57%
Q	39	8	6	57%
Q	41	6	8	43%
Q	48	6	8	43%
Q	44	6	8	43%
Q	49	4	10	29%
Q	35	4	10	29%
Q	36	3	11	21%
Q	42	3	11	21%
Q	45	2	12	14%

Table 4-59. Institution 10 PT Math Faculty

		Adjuncts? Yes (1)	Don't Include (0)	Proportion Yes (%)
Q	45	10	0	100%
Q	46	10	0	100%
Q	50	9	1	90%
Q	43	9	1	90%
Q	49	7	3	70%
Q	34	6	4	60%
Q	35	6	4	60%
Q	38	5	5	50%
Q	40	5	5	50%
Q	41	5	5	50%
Q	42	5	5	50%
Q	44	5	5	50%
Q	39	5	5	50%
Q	48	5	5	50%
Q	36	4	6	40%
Q	37	4	6	40%
Q	47	2	8	20%

Table 4-60. Institution 17 PT Math Faculty

		Adjuncts? Yes (1)	Don't Include (0)	Proportion Yes (%)
Q	45	8	0	100%
Q	47	7	1	88%
Q	38	6	2	75%
Q	43	6	2	75%
Q	46	6	2	75%
Q	37	5	3	63%
Q	44	5	3	63%
Q	34	4	4	50%
Q	40	4	4	50%
Q	50	4	4	50%
Q	42	3	5	38%
Q	48	3	5	38%
Q	39	2	6	25%
Q	41	2	6	25%
Q	35	1	7	13%
Q	36	1	7	13%
Q	49	0	8	0%

Table 4-61. Institution 10 PT Comm Faculty

		Adjuncts? Yes (1)	Don't Include (0)	Proportion Yes (%)
Q	39	8	0	100%
Q	40	7	1	88%
Q	43	7	1	88%
Q	44	7	1	88%
Q	45	7	1	88%
Q	46	7	1	88%
Q	47	7	1	88%
Q	49	7	1	88%
Q	34	7	1	88%
Q	37	6	2	75%
Q	42	6	2	75%
Q	48	6	2	75%
Q	50	6	2	75%
Q	35	6	2	75%
Q	41	5	3	63%
Q	36	5	3	63%
Q	38	4	4	50%

When comparing part-time communication faculty overall with part-time communication faculty at institutions, an interesting result occurred. Fifty percent or more of the responding faculty at Institution 10 listed all of the 17 items as activities that adjuncts should be included in, and of those 17 items, all but three of the items were endorsed by 75% or more of the responding faculty. Overall, the part-time communications faculty did not have such agreement, with only three items being endorsed by 75% or more of the faculty (Tables 4-49 and 4-61).

In summary, overall, part-time faculty felt that they should be included in more activities than was thought by the full-time faculty. Part-time communications faculty listed more activities they felt they should be included in than any other group listed. Full and part-time faculty agreed on two items that they did not endorse part-time faculty participating in. These activities were "Retreats" and "Videotaping and review of practice teaching sessions with full or part-time faculty colleagues." Proportionally, twice as many part-timers felt they should be involved in "Financial support for advanced graduate study and/or discipline related research activities" than did the full-time faculty; and about a third more part-timers felt they should be eligible for "Travel money to attend professional meetings" than did the full-time faculty.

Research Question 8

How did institutions compare in fulfilling their full-time and adjunct mathematics and communications instructors' desires in the area of professional development?

Analysis: For selected individual institutions and for all institutions combined, frequency of responses for desirability greater than "minimally desirable" and availability were tabulated. Next, the percentage of components available compared to the components desired was calculated. From this information, a proportion confidence interval could be determined in cases where the number of faculty members desiring that activity was high enough to meet the necessary assumptions. (i.e., Institution XYZ provides x% of the faculty development programs their adjuncts desire [+/-]5%)

Range graphs were created to illustrate the confidence intervals for all institutions combined with full-time faculty and all institutions combined with part-time faculty.

Approximately 92% that desired activity number 45 (Student evaluation of instruction) had it available to participate in where only approximately 20% could participate in activities 41 or 48 (Videotaping and review of practice teaching sessions with full- or part-time faculty colleagues; Career planning workshops to assist faculty members in planning for future professional endeavors, respectively), though they desired them.

Table 4-62. Confidence Intervals by Activity

Question	34	35	36	37	38	39	40	41	42
Overall*	61.6	40.7	38.1	59.5	69.1	57.4	53.0	22.2	46.1
Frequency	164	118	84	168	220	197	200	99	191
Lower Int*	54.2	31.8	27.7	52.1	63.0	50.5	46.1	14.0	39.0
Upper Int*	69.0	49.6	48.5	66.9	75.2	64.3	59.9	30.4	53.2
+/- Error*	7.4	8.9	10.4	7.4	6.1	6.9	6.9	8.2	7.1

Question	43	44	45	46	47	48	49	50	Overall
Overall*	76.6	35.0	91.9	72.6	70.5	18.7	55.4	40.4	57.1
Frequency	184	137	222	215	234	139	177	183	2932
Lower Int*	70.5	27.0	88.3	66.6	64.7	12.2	48.1	33.3	55.3
Upper Int*	82.7	43.0	95.5	78.6	76.3	25.2	62.7	47.5	58.9
+/- Error*	6.1	8.0	3.6	6.0	5.8	6.5	7.3	7.1	1.8

*Reported in percentages (%)

Overall, it appeared that the faculty desiring the listed activities were seeing most of their desire for the activities met. (See Table 4-62 and Figure 4-6). There were seven activities for which less than 50% of the faculty *that desired the activity* felt the activity was being provided. The activities were

(35) Consultant visits to campus
(36) Retreats
(41) Videotaping and review of practice teaching
(42) Financial support for graduate study
(44) Groups formed for sharing personal experiences and problems related to the roles of faculty members
(48) Career planning workshops
(50) Campus office for instructional development

However, the estimated percentage of full-time faculty having their desires met for faculty development by their institution was dramatically higher than the estimated percentage of part-time faculty having their programming desires met. (Due to small numbers per question, we looked at this from an institutional perspective.) For example, at Institution 14, approximately 88% of the faculty received the programs they desired if they were full-time faculty. If they were part-time faculty, only about 57% received the programs they desired. At Institution 2, 72% of the full-time and 39% of the part-time faculty received the programs desired, and at Institution 8, 71% of the full-time and 55% of the part-time faculty had the programs that they desired available to them (Figure 4-8).

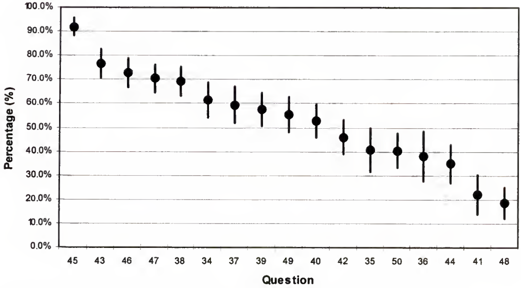


Figure 4-6. Proportion of Faculty Having a Desired Activity Available

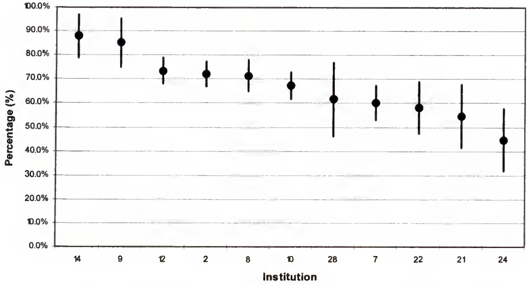


Figure 4-7. Proportion of Full-time Faculty With Desired Activities Available by Institution

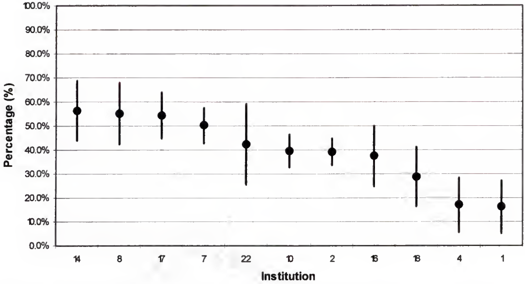


Figure 4-8. Proportion of Part-time Faculty With Desired Activities Available by Institution

In summary, part-time faculty on average reported receiving less of their desired activities than did the full-time faculty at any given institution. Overall, 50% of more of the faculty reported out of the 17 activities listed, their desire for the activities were being met for all but seven of them.

Research Questions 9 & 10

As a group, what were the full-time and part-time mathematics and Communications instructors' preferred administration and format of faculty development programs?

Analysis: For selected individual institutions and for all institutions combined, means, proportions and/or standard deviations were calculated, and frequency of responses were tabulated for each item listed. Descriptive data were displayed using a variety of graphs.

Travel. The question and possible responses for this section were "I would prefer to attend events involving: Little or no travel; Some travel; Much travel."

Full-time math faculty desire little to some travel (44.2%, 51.2% respectively), with few (4.7%) reporting "much" travel desired. However, while full-time communications faculty shadowed the full-time mathematics faculty in this desire, (40.0% and 47.3%, respectively), they were more receptive to "much" travel (12.7%) (Figure 4-9). When looking at the part-time mathematics faculty, they desired little travel (64.1%) to a much greater extent than did the part-time communications (45.9%) or full-time faculty of either discipline (Figure 4-10). Part-time communications faculty were fairly evenly split between little or some travel (45.9% for each category), and, while they were not against "much" travel, they did not respond to it in the same way as the full-time communications faculty (8.1% as opposed to 12.7%, respectively) (Figure 4-9 and Figure 4-10).

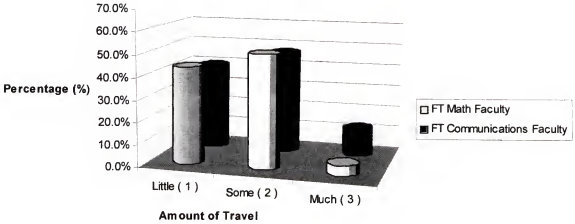


Figure 4-9.Amount of Travel Desired for Professional Development

Required Faculty Development. The 2 questions and possible responses for this section were "Participation in faculty development activities for full-time instructors should be/for part-time instructors should be Always voluntary; Required as determined in consultation with dean or chair; Some activities required for all, others voluntary."

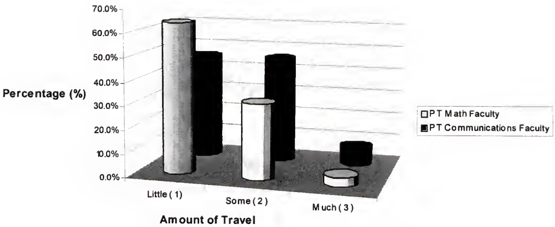


Figure 4-10.Amount of Travel Desired for Professional Development

Concerning the issue of required faculty development, more than 50% of the full-time faculty stated that they felt some activities should be required, while all others should be voluntary (see Figure 4-11). The mean response was 1.66, placing it between Voluntary and Mixed, with a standard deviation of .54, a low-moderate amount of variance (see Table 4-63).

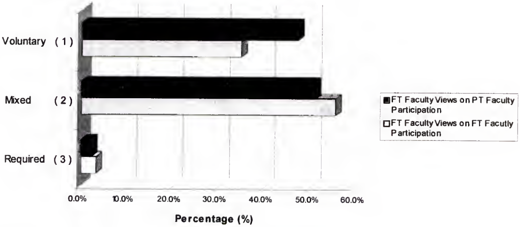


Figure 4-11. Should Professional Development be Required, Voluntary or a Mixture: Full-time Faculty Views on FT Faculty Compared to PT Faculty

Nearly 60% of the part-time faculty felt that their participation should be "Always voluntary" (See Figure 4-12). The mean response was 1.51, placing it between Voluntary and Mixed, and a standard deviation of .67, a moderate amount of variability (see Table 4-63). Only 9.6% of part-time faculty thought that development activities should be required for part-time faculty. An interesting note was that more part-time faculty thought that full-time faculty should be required to participate in faculty development (as determined in consultation with dean or chairperson) than vice versa (19% as opposed to 2%).

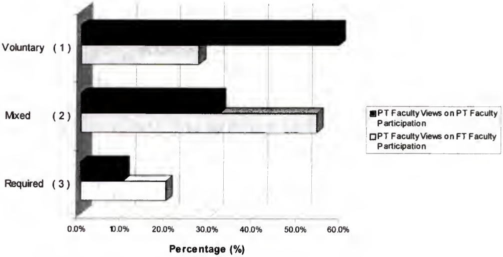


Figure 4-12. Should Professional Development be Required, Voluntary or a Mixture: Part-time Faculty Views on FT Faculty Compared to PT Faculty

Overall, when looking at the mean scores (Table 4-63), all institutions regardless of discipline or status (full- or part-time), stated development activities should be voluntary or mixed, (means between 1 and 2), with low to moderate levels of variability in their responses (most standard deviations were between .33 and .77) with the exception of the part-time mathematics faculty at Institution 10, where they stated only "voluntary," with 0.0 standard deviation. However, institutions varied some on their responses for this item, as seen in Table 4-63. For example, 5% of part-time faculty at Institution 2 felt that full-time mathematics faculty should be required to participate in development activities, where as none thought that at Institutions 7, 8, or 12. At

Institution 10, all part-time mathematics faculty stated development activities should be voluntary, whereas at Institution 7, more faculty stated activities should be required or mixed.

Table 4-63. Question 53: PT Faculty Participation

		Required (3)	Mixed (2)	Voluntary (1)	Mean	Std. Dev.
FT Math	Institution # 2	1	9	10	1.55	0.59
	Institution # 7	0	3	6	1.33	0.47
	Institution # 8	0	6	5	1.55	0.50
	Institution # 10	1	4	8	1.46	0.63
	Institution # 12	0	5	3	1.63	0.48
	Overall	3	40	43	1.53	0.56
FT Communications	Institution # 10	0	4	3	1.57	0.49
	Institution # 12	0	9	4	1.69	0.46
	Overall	0	31	23	1.57	0.49
Full-time	Overall	3	71	66	1.55	0.54
PT Math	Institution # 2	3	7	13	1.57	0.71
	Institution # 7	3	5	6	1.79	0.77
	Institution # 10	0	0	10	1.00	0.00
	Institution # 17	2	1	5	1.63	0.86
	Overall	10	21	46	1.53	0.71
PT Communications	Institution # 10	0	2	6	1.25	0.43
	Overall	1	15	21	1.46	0.55
Part-time	Overall	11	36	67	1.51	0.67

Motivating Factors. The question and possible responses for this section were "Most attractive to me as a reward for participation in faculty development activities is (choose two): Payment for travel and workshop expenses; Credit towards promotion; Graduate credit awarded by a university; Stipend (pay incentive); Personal feeling of accomplishment."

Overall, full-time and part-time instructors desired "Payment for travel and workshop expenses" as a reward for participation in faculty development programs (64.8% and 54.3%, respectively). Two other rewards mentioned were "Stipend" and

"Personal feeling of accomplishment." "Stipend" was mentioned by 44.5% of full-time faculty and 50% of part-time faculty. "Personal feeling of accomplishment" was mentioned by 46.9% and 42.4%, respectively. "Earning graduate credit awarded by a university" was identified by 31.5% of part-time faculty and by 20.3% of full-time faculty as an attractive reward for participation (see Table 4-64).

More full-time mathematics faculty desired "Expenses paid" as an incentive (59.3%), and an equal percentage of full-time mathematics faculty stated "Stipends" or "Personal feeling of accomplishment" were incentives (46.9% each), whereas 54.1% of the part-time mathematics faculty selected "Stipend" as the first choice, with "Expenses paid" as second choice (52.5%), and "Personal feeling of accomplishment" as third with 44.3% responding.

More full and part-time communications faculty desired "Expenses paid" as the primary incentive (74.5% and 58.1%, respectively). The second choice for full-time communications faculty was selected by 46.8% of the faculty as "Personal feeling of accomplishment," whereas 41.9% of the part-time communications faculty selected "Stipend" as their second choice.

There was some variability when looking within the institutions by discipline (Table 4-64). For example, most faculty at the institutions, regardless of discipline, selected "Expenses paid" as their primary motivator for participation. However, at Institution 10, full-time mathematics faculty selected "Stipend" as their first choice (53.8%), followed by a tie between "Credit Hours" and "Expenses paid" (46.2%). At this same institution, 61.5% of the full-time communications faculty selected "Expenses," "Stipend," and "Credit Hours" as their main motivators. Also at Institution 10, 82.4% of the part-time mathematics faculty selected "Personal feeling of accomplishment" as their primary motivator, whereas 76.9% of the part-time communications faculty at the same institution selected "Expenses paid" as their primary motivator.

At Institution 2, "Expenses" and "Stipend" were equally valued by both the full and part-time mathematics faculty as the primary motivators (64.7%), while "Credit Hours" were valued much less by the full-time faculty (11.8%) than the part-time faculty (29.4%).

Table 4-64. Question 54: Desired Reward

		Expenses	Promotion	Credit Hrs.	Stipend	Personal
FT Math	Institution # 2	64.7%	17.6%	11.8%	64.7%	41.2%
	Institution # 7	82.4%	11.8%	23.5%	47.1%	35.3%
	Institution # 8	81.8%	18.2%	9.1%	27.3%	63.6%
	Institution # 10	46.2%	23.1%	46.2%	53.8%	30.8%
	Institution # 12	25.0%	75.0%	12.5%	25.0%	62.5%
	Overall	59.3%	24.7%	22.2%	46.9%	46.9%
FT Communications	Institution # 10	61.5%	0.0%	61.5%	61.5%	15.4%
	Institution # 12	72.7%	63.6%	9.1%	9.1%	45.5%
	Overall	74.5%	21.3%	17.0%	40.4%	46.8%
Full-time	Overall	64.8%	23.4%	20.3%	44.5%	46.9%
PT Math	Institution # 2	64.7%	5.9%	29.4%	64.7%	35.3%
	Institution # 7	44.4%	22.2%	59.3%	22.2%	51.9%
	Institution # 10	47.1%	11.8%	23.5%	35.3%	82.4%
	Institution # 17	57.1%	28.6%	14.3%	57.1%	42.9%
	Overall	52.5%	16.4%	32.8%	54.1%	44.3%
PT Communications	Institution # 10	76.9%	30.8%	46.2%	30.8%	15.4%
	Overall	58.1%	32.3%	29.0%	41.9%	38.7%
Part-time	Overall	54.3%	21.7%	31.5%	50.0%	42.4%

When comparing institutions, there was quite a wide variety of responses on this topic (See Figure 4-13). For example, at Institution 12, 75% of full-time math faculty stated that "Credit towards promotion" was an attractive reward for participation, while less than 20% stated that at Institution 2. At Institution 8, 81% of full-time mathematics faculty stated "Payment for travel and workshop expenses" was an attractive reward, while at Institution 12, 25% of full-time mathematics faculty chose that item.

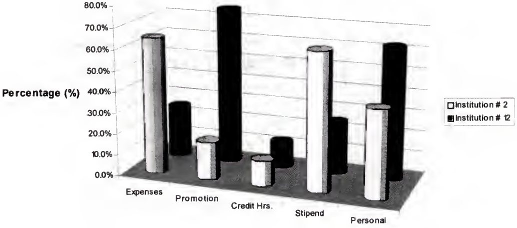


Figure 4-13. Desired Reward for Professional Development: Institution #2 Compared to Institution #12 for Full-time Math Faculty

Program Length. The question and possible responses for this section were "The length of activity most appealing to me is: One-half Day or less; One to three days; One week; Up to two weeks."

Overall, full-time instructors were fairly evenly split between desiring one-half-day programs and one- to three-day programs (mean score of 1.53) but leaned more toward the 1- to 3-day programs, while overall part-time instructors leaned more heavily toward one-half-day programs (mean score of 1.29). All discipline-specific data mirrored the overall data concerning the use of one-half-day and 1- to 3-day programs. For example, overall, 56% of full-time faculty, 55.8% of full-time mathematics, and 56.4% full-time communications faculty desired 1- to 3-day programs. Overall, 57.5% of part-time faculty, 59.2% of part-time mathematics, and 54.1% of part-time communications faculty desired ½ day programs (Table 4-65).

Full-time communications faculty were more receptive to the idea of one-week programs than any other group (1.8%), while the part-time communications faculty were more receptive to the idea of two-week programs (2.7%).

Table 4-65. Question 55: Length of Activity

		1/2 Day	1 - 3 Days	1 Week	2 Weeks	Mean (Days)	Std. Dev.
FT Math	Institution # 2	65.0%	35.0%	0.0%	0.0%	1.03	1.85
	Institution # 7	11.1%	77.8%	11.1%	0.0%	2.39	1.99
	Institution # 8	36.4%	63.6%	0.0%	0.0%	1.45	1.42
	Institution # 10	15.4%	84.6%	0.0%	0.0%	1.77	0.96
	Institution # 12	75.0%	25.0%	0.0%	0.0%	0.88	2.00
FT Math	Overall	41.9%	55.8%	1.2%	1.2%	1.57	2.54
FT Communications	Institution # 10	14.3%	71.4%	14.3%	0.0%	2.50	2.30
	Institution # 12	46.2%	53.8%	0.0%	0.0%	1.31	1.58
FT Communications	Overall	41.8%	56.4%	1.8%	0.0%	1.46	1.86
Full-time	Overall	41.8%	56.0%	1.4%	0.7%	1.53	2.30
PT Math	Institution # 2	52.2%	43.5%	4.3%	0.0%	1.43	2.51
	Institution # 7	50.0%	50.0%	0.0%	0.0%	1.25	1.64
	Institution # 10	80.0%	20.0%	0.0%	0.0%	0.80	2.09
	Institution # 17	62.5%	37.5%	0.0%	0.0%	1.06	1.81
PT Math	Overall	59.2%	39.5%	1.3%	0.0%	1.18	2.10
PT Communications	Institution # 10	75.0%	25.0%	0.0%	0.0%	0.88	2.00
PT Communications	Overall	54.1%	43.2%	0.0%	2.7%	1.51	3.65
Part-time	Overall	57.5%	40.7%	0.9%	0.9%	1.29	2.76

Yearly Schedule. The question and possible responses for this section were "I would prefer that faculty development activities be scheduled: In a designated period prior to the beginning of each term; At scattered times throughout the regular school year; In the summer."

Overall, more full-time faculty desired faculty development activities to be held at scattered times throughout the school year, with 29.8% desiring programs be held at the beginning of each term; 10.6% stated programs held in the summer were preferred. Part-time faculty overall desires were more evenly split, with 48.7% desiring scattered programs, 34.5% desiring programs at the beginning of each term, and 16.8% desiring summer programs (Table 4-66, Figure 4-14).

Table 4-66. Question 56: To Be Scheduled

		Beginning	Scattered	Summer
FT Math	Institution # 2	35.0%	45.0%	20.0%
	Institution # 7	22.2%	77.8%	0.0%
	Institution # 8	36.4%	54.5%	9.1%
	Institution # 10	23.1%	61.5%	15.4%
	Institution # 12	50.0%	50.0%	0.0%
	Overall	29.1%	57.0%	14.0%
FT Communications	Institution # 10	57.1%	42.9%	0.0%
	Institution # 12	30.8%	61.5%	7.7%
	Overall	30.9%	63.6%	5.5%
Full-time	Overall	29.8%	59.6%	10.6%
PT Math	Institution # 2	21.7%	43.5%	34.8%
	Institution # 7	28.6%	57.1%	14.3%
	Institution # 10	30.0%	50.0%	20.0%
	Institution # 17	62.5%	37.5%	0.0%
	Overall	30.3%	50.0%	19.7%
PT Communications	Institution # 10	62.5%	37.5%	0.0%
	Overall	43.2%	45.9%	10.8%
Part-time	Overall	34.5%	48.7%	16.8%

Looking at institution-specific data, the percentages are not as clear. At Institution 12, the full-time math faculty were split 50%:50% on "scattered" and "beginning of each term." At Institution 8, nearly 20% more of the full-time mathematics faculty desired the programs to be "scattered," as opposed to having them at the beginning of the term. At Institution 2, 20% of the full-time mathematics faculty desired activities be held in the summer.

A higher percentage of full-time communications faculty at Institution 10 desired activities to be held at the beginning of each term (57.1%), and did not desire summer programs at all. At Institution 12, 7.7% of the full-time communications faculty were in favor of summer programs, with a higher percentage of the remaining faculty desiring "scattered" programs throughout the year (Table 4-66).

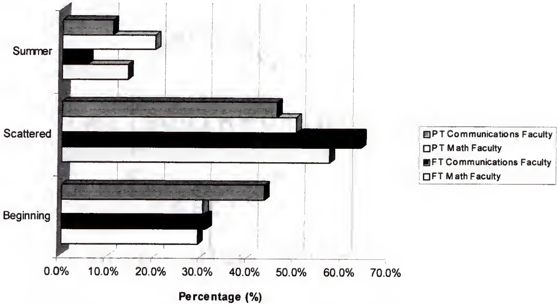


Figure 4-14.Preferred Time of Year for Professional Development Activities

Time of Day/Days. The question and possible responses for this section were "I would prefer that faculty development activities occur: During the day; During the evening; On the weekends."

For all disciplines and status, faculty desired that professional development activities be scheduled during the day-time hours, as opposed to evenings or weekends. For example, 88.4% of full-time mathematics desired daytime programs, while 94.5% full-time communications, 68.4% part-time mathematics, and 78.4% part-time communications desired day time programs (Table 4-67).

Part-time faculty overall were much more receptive to evening and weekend programs than the full-time faculty overall. Fifteen percent of part-time faculty selected evenings and 13.3% selected weekends, as opposed to 3.5% of full-time faculty selecting evenings and 5.7% selecting weekends.

When looking at institutions, the results are very similar in terms of desiring daytime programs. However, when looking at evening and weekend programs by institution and discipline, there was wide variation (Table 4-67). For example, 15% of the full-time mathematics faculty at Institution 2 were receptive to evening programs, and 10% were accepting of weekend programs. At Institution 12, 12.5% of the faculty were receptive of evening and of weekend programs. These results were very different from the overall percentages reported earlier.

Table 4-67. Question 57: To Be Scheduled

		Days	Evenings	Weekends
FT Math	Institution # 2	75.0%	15.0%	10.0%
	Institution # 7	100.0%	0.0%	0.0%
	Institution # 8	90.9%	0.0%	9.1%
	Institution # 10	92.3%	0.0%	7.7%
	Institution # 12	75.0%	12.5%	12.5%
	Overall	88.4%	4.7%	7.0%
FT Communications	Institution # 10	100.0%	0.0%	0.0%
	Institution # 12	100.0%	0.0%	0.0%
	Overall	94.5%	1.8%	3.6%
Full-time	Overall	90.8%	3.5%	5.7%
PT Math	Institution # 2	60.9%	26.1%	13.0%
	Institution # 7	78.6%	14.3%	7.1%
	Institution # 10	60.0%	20.0%	20.0%
	Institution # 17	62.5%	12.5%	25.0%
	Overall	68.4%	17.1%	14.5%
PT Communications	Institution # 10	87.5%	12.5%	0.0%
	Overall	78.4%	10.8%	10.8%
Part-time	Overall	71.7%	15.0%	13.3%

At Institution 10, none of the full-time mathematics or communications faculty desired evening programs, but 7.7% of the full-time mathematics faculty were receptive to weekend programs. At that same institution, 20% of the part-time mathematics faculty were receptive to evening and to weekend programs, while none of the part-time communications faculty were receptive to weekends, and only 12.5% were receptive to evening programs.

In summary, full-time faculty desired "little to some" travel, with communications faculty more receptive to "much" travel, while part-time faculty desired "little" travel, with part-time communications faculty more receptive to "much" travel, but not as much as the full-time communications faculty. Full and part-time faculty stated faculty development activities should be a mixture of required and voluntary, while the full-time faculty had less variability in their answers.

Overall, full-time and part-time instructors desired "Payment for travel and workshop expenses" as a reward for participation in faculty development programs. Two other rewards mentioned were "Stipend" and "Personal feeling of accomplishment." "Stipend" was mentioned by a slightly higher percentage of part-time faculty. A "Personal feeling of accomplishment," was mentioned by slightly more full-time faculty. "Earning graduate credit awarded by a university," was identified by more part-time faculty.

Overall, full-time instructors were fairly evenly split between one-half day and 1- to 3-day faculty development programs, while the part-time instructors were more interested in the one-half day programs.

Full-time faculty desired that development programs be held at scattered times throughout the year, while part-time faculty were split between the three choices.

Full- and part-time faculty stated that development programs should be held during the day, with part-time faculty much more receptive to evening and weekend programs.

Research Question 11

Were full-time mathematics and Communications faculty perceptions of *importance* different than those of the adjunct mathematics and communications faculty at their institution?

Analysis: Independent samples t-test was performed for single institutional data to compare the mean full-time instructor's perceptions for each of the 12 goals, resulting in a series of 12 independent samples t-tests and 12 F-tests. For both the t-tests and the F-test, Bonferroni adjustments were made to control for the familywise Type 1 error, resulting in $\text{Alpha}_{\text{bonferroni}}$=.0042 for both the t-tests and the F-tests. An ANOVA was performed for between institution data for each goal.

After applying the Bonferroni adjustment, there was a statistically significant mean difference in a single goal (26). Enhancing the faculty member's knowledge in his or her subject area. There were no other significant differences.

When comparing the importance of the goals listed without the Bonferroni adjustment, there were statistically significant differences in the importance of goals 22, (alpha .019), goal 26 (alpha .002), and goal 28 (alpha .028) for the mathematics faculty. In each of these goals, the full-time mathematics faculty perceived it to be more important than the part-time mathematics faculty (Table 4-68). The communications faculty showed no significant difference. (Table 4-69).

When looking at institutions, considering the Bonferroni adjustment, there were no significant differences. Without the Bonferroni adjustment, there were almost no significant differences between institutions for math and communications faculty for the goals listed (at the alpha = .05 level), with the exception that part-time mathematics instructors generally rated question 29 differently (p = .036) (Table 4-70). (See Appendix I for the other ANOVA Tables.)

Table 4-68. Comparison of FT/PT Math Faculty's Perceptions of Importance

Goal	FT Mean	PT Mean	t	Sig.	
22	3.37	3.05	2.365	0.019	*
23	2.90	2.82	0.557	0.578	
24	2.85	2.90	-0.388	0.699	
25	3.55	3.40	1.567	0.119	
26	3.62	3.27	3.184	0.002	**
27	2.94	3.01	-0.552	0.582	
28	3.14	2.87	2.212	0.028	*
29	3.12	3.04	0.634	0.527	
30	3.29	3.37	-0.789	0.431	
31	2.86	2.81	0.424	0.672	
32	2.60	2.35	1.969	0.051	
33	3.55	3.41	1.239	0.217	

Table 4-69. Comparison of FT/PT Communication Faculty's Perceptions of Importance

Goal	FT Mean	PT Mean	t	Sig.
22	3.65	3.59	0.494	0.623
23	3.42	3.49	-0.518	0.606
24	3.22	3.00	1.358	0.178
25	3.60	3.49	0.863	0.390
26	3.75	3.76	-0.115	0.909
27	3.31	3.14	1.226	0.223
28	3.33	3.16	1.051	0.296
29	3.25	3.22	0.280	0.780
30	3.64	3.62	0.121	0.904
31	3.02	3.00	0.114	0.910
32	2.65	2.57	0.459	0.647
33	3.56	3.49	0.584	0.561

Table 4-70. ANOVA of Between-Subjects for Institutions Goal 29 for PT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	333.635	1	333.635	760.682	0.000
Size	9.937	11	0.903	2.060	0.036
Error	28.948	66	0.439		

Research Question 12

Were full-time mathematics and communications faculty perceptions of *availability* different than those of the adjunct mathematics and communications faculty at their institution?

Analysis: An independent samples t-test was performed for single institutional data to compare the mean full-time instructor's perceptions with the adjunct instructor's perceptions. These results were measured under the subscale entitled "Availability of Variety of Development Activities as Perceived by Faculty," and encompassed questions 34B -50 B. These results are based on those returning the survey, not on those answering the survey. This distinction is important since the question was asked using a "mark if Yes" type response. Therefore, no distinction was made between those answering the question "no" and those who chose not to answer the question.

Bonferroni adjustments were made to control for the familywise Type 1 error, resulting in $\text{Alpha}_{\text{bonferroni}}$=.017 for the three t-tests.

After applying the Bonferroni adjustment, there was a statistically significant mean difference between the full- and part-time faculty in both the mathematics and communications disciplines, as well as for the overall.

Table 4-71. Comparison of FT/PT Faculty's Perceptions of Availability

	FT Mean	PT Mean	t	Sig.		DF
Overall	9.95	5.30	10.076	0.000	**	217.778
Mathematics	9.98	5.36	7.954	0.000	**	149.347
Communications	9.91	5.16	6.393	0.000	**	90

When splitting the mathematics and communications faculty, data indicated that full-time mathematics faculty perceived more program availability than the part-time mathematics faculty, while the same thing occurred with the full and part-time communications faculty (Table 4-71).

Table 4-72. Comparison of FT/PT Faculty Perceptions of Availability at Selected Institutions

Institution	FT Mean	PT Mean	t	Sig.	DF
2	11.04	5.00	5.675	0.000 *	39.784
7	8.64	6.18	2.015	.053	29
8	11.40	8.0	1.172	.321	3.183
10	10.25	5.56	4.270	0.000 *	36
14	11.00	7.463	2.134	.059	10

Bonferroni adjustments were made to control for the familywise Type 1 error, resulting in $\text{Alpha}_{\text{bonferroni}}$=.010 for the five institution t-tests. After applying the Bonferroni adjustment, there was a statistically significant mean difference between the full- and part-time faculty at Institutions 2 and 10. At both Institutions 2 and 10, the part-time mathematics faculty perceived less availability than did the full-time faculty (Table 4-72).

Research Question 13

How were the variables of gender, discipline, age, experience, and degree level associated with the full-time instructors' ratings of importance of goals and desirability of activities?

Analysis: A multiple regression was computed for the "Importance of Faculty Development Goals" subscale and for the "Desire for Variety of Development Activities" subscale.

The r^2 value for the Goals (Table 4-73) was 8.3% of the shared variance between the Goals variable and the explanatory variables (gender, discipline, age, experience, and degree level), F (6, 127) = 1.910, p = .084. The associated r^2 value was not statistically significant.

Table 4-73. Regression Table for FT Faculty--GOAL (Mean Importance of Professional Development)

	B	SE	t	Sig.	
Const	2.9180	0.279	10.462	0.000	**
Gender	0.1500	0.082	1.822	0.071	
Discip	0.2050	0.082	2.504	0.014	*
Age	-0.0053	0.006	-0.944	0.347	
FT Exper	0.0031	0.006	0.509	0.612	
PT Exper	0.0015	0.010	0.155	0.877	
Degree	-0.0027	0.041	-0.067	0.947	
Model R = 0.288, R^2 = 0.083					

The r^2 value for the Activities (Table 4-74) was 3.2% of the shared variance between the Activities variable and the explanatory variables (Gender, discipline, age, experience, and degree level), F (6,127) = .706, p =.645. The associated r^2 value was not statistically significant.

Table 4-74. Regression Table for FT Faculty--ACTIVITY (Mean Desirability of Development Activities)

	B	SE	t	Sig.	
Const	3.1110	0.280	11.112	0.000	**
Gender	0.1140	0.082	1.377	0.171	
Discip	0.0364	0.082	0.443	0.659	
Age	-0.0088	0.006	-1.560	0.121	
FT Exper	0.0065	0.006	1.052	0.295	
PT Exper	0.0037	0.010	0.378	0.706	
Degree	0.0035	0.041	0.087	0.931	
Model R = 0.180, R^2 = 0.032					

Research Question 14

How were the variables of gender, discipline, age, experience, degree level, and years of experience associated with the part-time instructors' ratings of importance of goals and desirability of activities?

Analysis: A multiple regression was computed for the "Importance of Faculty Development Goals" subscale, and the "Desire for Variety of Development Activities" subscale.

The r^2 value for the Goals (Table 4-75) was 9.1% of the shared variance between the Goals variable and the explanatory variables (Gender, discipline, age, experience, and degree level and years of experience), F (7,99) = 1.414, p =.645. The associated r^2 value was not statistically significant.

Table 4-75. Regression Table for PT Faculty--GOALS (Mean Importance of Professional Development)

	B	SE	t	Sig.	
Const	2.4710	0.361	6.852	0.000	**
Gender	0.0676	0.097	0.700	0.486	
Discip	0.2400	0.108	2.223	0.028	*
Age	0.0008	0.004	0.197	0.844	
FT Exper	-0.0019	0.007	-0.283	0.778	
PT Exper	0.0091	0.009	1.014	0.313	
Degree	0.0558	0.066	0.842	0.402	
Inst Exper	-0.0117	0.011	-1.052	0.296	
Model R = 0.301, R^2 = 0.091					

The r^2 value for the Activities (Table 4-76) was 9.5% of the shared variance between the Activities variable and the explanatory variables (Gender, discipline, age, experience, and degree level), F (7,99) = 1.492, p = 0.179. The associated r^2 value was not statistically significant.

Table 4-76. Regression Table for PT Faculty--ACTIVITY (Mean Desirabilty of Development Activities)

	B	SE	t	Sig.	
Const	2.6480	0.429	6.167	0.000	**
Gender	0.0391	0.115	0.340	0.735	
Discip	0.2140	0.128	1.664	0.099	
Age	-0.0024	0.005	-0.479	0.633	
FT Exper	-0.0082	0.008	-1.026	0.308	
PT Exper	-0.0072	0.011	-0.672	0.503	
Degree	0.0152	0.079	0.193	0.847	
Inst Exper	-0.0050	0.013	-0.380	0.705	
Model R = 0.309, R^2 = 0.095					

Research Question 15

What do full-time and part-time faculty perceive as goals of their institution?

Analysis: For selected individual institutions and for all institutions combined, proportion of faculty indicating perceived importance was calculated, and frequency of responses were tabulated for each item listed. Descriptive data were displayed using line graphs.

Overall, more than 50% of the full-time faculty agreed that their institutions held the following goals (listed in order of preference) as important (Table 4-78):

(22) Enhance/Expand classroom teaching and learning techniques (online instruction, collaborative learning, using case studies, small groups, etc.). Out of 142 full-time faculty, 220 (86%) stated this was a goal of their institution.

(25) Facilitating the faculty's effective use of available instructional resources, technology and services. Out of 142 full-time faculty, 118 (83%) stated this was a goal of their institution.

(27) Helping faculty to understand their own institution's mission and goals. Out of 142 full-time faculty, 107 (75%) stated this was a goal of their institution.

(23) Helping faculty adapt their teaching to changing social and economic conditions in the community and world. Out of 142 full-time faculty, 97 (68%) stated this was a goal of their institution.

(24) Providing an understanding of the institution's policies, procedures, and decision-making processes. Out of 142 full-time faculty, 90 (63%) stated this was a goal of their institution.

(30) Increasing faculty member's knowledge of the characteristics of his or her students, and helping them use that knowledge to provide better instruction. Out of 142 full-time faculty, 86 (61%) stated this was a goal of their institution.

(33) Keeping faculty members informed about administrative decisions affecting them and their work. Out of 142 full-time faculty, 79 (56%) stated this was a goal of their institution.

(31) Familiarizing faculty with the distinctive role of the community college. Out of 142 full-time faculty, 78 (55%) stated this was a goal of their institution.

(26) Enhancing the faculty member's knowledge in his or her subject area.

This agreed with the overall rankings, where all but goal 26 was included. Out of 142 full-time faculty, 76 (54%) stated this was a goal of their institution.

This list is nearly identical to the faculty overall (Table 4-77); however, a higher proportion of the full-time faculty rated the items as goals of the institution, than did all faculty overall.

Table 4-77. All Faculty Overall

		Goal? Yes (1)	Not a Goal (0)	Proportion Yes (%)
Q	22	220	37	86%
Q	25	197	60	77%
Q	27	179	78	70%
Q	23	164	93	64%
Q	24	151	106	59%
Q	30	145	111	57%
Q	33	141	116	55%
Q	31	139	118	54%
Q	26	124	133	48%
Q	28	104	153	41%
Q	29	104	153	41%
Q	32	56	201	22%

Overall, more than 50% of the part-time faculty agreed that their institutions held the following goals as important (Table 4-79):

(22) Enhance/Expand classroom teaching and learning techniques (online instruction, collaborative learning, using case studies, small groups, etc.). Out of 115 part-time faculty, 87 (76%) stated this was a goal of their institution.

(25) Facilitating the faculty's effective use of available instructional resources, technology and services. Out of 115 part-time faculty, 79 (69%) stated this was a goal of their institution.

(27) Helping faculty to understand their own institution's mission and goals. Out of 115 part-time faculty, 72 (63%) stated this was a goal of their institution.

(23) Helping faculty adapt their teaching to changing social and economic conditions in the community and world. Out of 115 part-time faculty, 67 (58%) stated this was a goal of their institution.

(31) Familiarizing faculty with the distinctive role of the community college. Out of 115 part-time faculty, 63 (55%) stated this was a goal of their institution.

(24) Providing an understanding of the institution's policies, procedures, and decision-making processes. Out of 115 part-time faculty, 61 (53%) stated this was a goal of their institution.

(33) Keeping faculty members informed about administrative decisions affecting them and their work. Out of 115 part-time faculty, 60 (52%) stated this was a goal of their institution.

Table 4-78. Full-time Faculty Overall

		Goal? Yes (1)	Not a Goal (0)	Proportion Yes (%)
Q	22	133	9	94%
Q	25	118	24	83%
Q	27	107	35	75%
Q	23	97	45	68%
Q	24	90	52	63%
Q	30	86	56	61%
Q	33	79	63	56%
Q	31	78	64	55%
Q	26	76	66	54%
Q	28	61	81	43%
Q	29	59	83	42%
Q	32	31	111	22%

Table 4-79. Part-time Faculty Overall

		Goal? Yes (1)	Not a Goal (0)	Proportion Yes (%)
Q	22	87	28	76%
Q	25	79	36	69%
Q	27	72	43	63%
Q	23	67	48	58%
Q	31	63	52	55%
Q	24	61	54	53%
Q	33	60	55	52%
Q	30	59	55	52%
Q	26	48	67	42%
Q	29	45	70	39%
Q	28	43	72	37%
Q	32	25	90	22%

These goals, though listed for overall and full-time faculty as well, were consistently rated as institutional goals by less of the part-time faculty. For example, for the full-time faculty and overall, the first three items (22, 25, 27) were rated "is a goal" by more than 70% of the participants; for the part-time faculty, only one goal (22) was rated as "is a goal" by more than 70%. Furthermore, 50% to 60% of part-time faculty rated 5 other of the goals as "goals of their institution" (23, 31, 24, 33, 30), while only 3 goals of the full-time faculty (33, 31, 26) and overall (30, 31, 33) were rated such by that same proportion of people. Three goals were rated by 60% to 70% of the full-time faculty as institutional goals, whereas only 2 goals were rated by that many in the part-time pool. It is interesting to note that less than 50% of all faculty thought that the following were goals of the institution (Table 4-77):

(26) Enhancing the faculty member's knowledge in his or her subject area
(28) Creating harmonious working relationships among departments and divisions
(29) Improvement of human relations skills
(32) Helping faculty members cope with personal needs

When comparing full and part-time faculty at particular institutions, there were some obvious differences (Tables 4-80 through 4-88). For example, at Institution 10, 50% or more of the full-time faculty perceived 10 of the items as "goals of the institution," where as 50% of more than the part-time faculty perceived 3 of the items as such. Two goals were listed as "goals of the institution" by less than 50% of the full-time faculty, while 9 of the goals were listed as such by the part-time faculty. At Institution 7, 100% of full-time faculty felt that goal 25 was a goal of the institution, while only 77% of the part-timer did. Similarly, 50% of the full-time faculty felt goal 32 was a goal, while 12% of the part-time faculty thought so. Interestingly, at Institution 2, 60% more part-time faculty perceived goal 28 as a goal of the institution.

Table 4-80. Institution #2 Full-time Faculty

	Goal? Yes (1)	Not a Goal (0)	Proportion Yes (%)
Q 22	24	0	100%
Q 27	20	4	83%
Q 24	19	5	79%
Q 23	18	6	75%
Q 25	18	6	75%
Q 30	16	8	67%
Q 33	13	11	54%
Q 31	11	13	46%
Q 26	8	16	33%
Q 28	6	18	25%
Q 29	6	18	25%
Q 32	3	21	13%

Table 4-81. Institution #2 Part-time Faculty

	Goal? Yes (1)	Not a Goal (0)	Proportion Yes (%)
Q 22	19	6	76%
Q 24	18	7	72%
Q 25	17	8	68%
Q 27	17	8	68%
Q 23	15	10	60%
Q 31	13	12	52%
Q 33	13	12	52%
Q 30	12	13	48%
Q 26	10	15	40%
Q 28	10	15	40%
Q 29	8	17	32%
Q 32	6	19	24%

In summary, more than 50% of full-time faculty agreed their institution held nine of the 12 goals listed, while more than 50% of the part-time agreed that their institutions held 7 of the goals listed, and those goals were included in what the full-time faculty had listed. Fifty percent or less of the full- and part-time faculty agreed that four of the items were goals of the institution. Those items were "Enhancing the faculty member's knowledge in his or her subject area," "Creating harmonious working relationships among departments and divisions," "Improvement of human relations skills," "Helping faculty members cope with personal needs."

Table 4-82. Institution #7 Full-time Faculty

	Goal? Yes (1)	Not a Goal (0)	Proportion Yes (%)
Q 25	14	0	100%
Q 22	13	1	93%
Q 23	10	4	71%
Q 30	10	4	71%
Q 27	8	6	57%
Q 31	8	6	57%
Q 24	7	7	50%
Q 32	7	7	50%
Q 26	5	9	36%
Q 28	5	9	36%
Q 29	5	9	36%
Q 33	5	9	36%

Table 4-83. Institution #7 Part-time Faculty

	Goal? Yes (1)	Not a Goal (0)	Proportion Yes (%)
Q 22	13	4	77%
Q 25	13	4	77%
Q 31	12	5	71%
Q 23	11	6	65%
Q 27	11	6	65%
Q 30	11	6	65%
Q 33	11	6	65%
Q 26	8	9	47%
Q 29	8	9	47%
Q 24	7	10	41%
Q 28	7	10	41%
Q 32	2	15	12%

Table 4-84. Institution #10 Full-time Faculty

	Goal? Yes (1)	Not a Goal (0)	Proportion Yes (%)
Q 22	20	0	100%
Q 25	19	1	95%
Q 27	15	5	75%
Q 23	14	6	70%
Q 26	14	6	70%
Q 30	14	6	70%
Q 33	13	7	65%
Q 24	11	9	55%
Q 28	11	9	55%
Q 29	11	9	55%
Q 31	9	11	45%
Q 32	2	18	10%

Table 4-85. Institution #10 Part-time Faculty

	Goal? Yes (1)	Not a Goal (0)	Proportion Yes (%)
Q 22	14	4	78%
Q 25	11	7	61%
Q 27	9	9	50%
Q 31	8	10	44%
Q 23	7	11	39%
Q 24	7	11	39%
Q 30	7	11	39%
Q 26	6	12	33%
Q 29	6	12	33%
Q 28	5	13	28%
Q 32	5	13	28%
Q 33	5	13	28%

Table 4-86. Institution #8 Full-time Faculty

	Goal? Yes (1)	Not a Goal (0)	Proportion Yes (%)
Q 31	9	6	96%
Q 22	14	1	93%
Q 25	14	1	93%
Q 27	13	2	87%
Q 23	12	3	80%
Q 26	10	5	67%
Q 30	10	5	67%
Q 24	9	6	60%
Q 28	9	6	60%
Q 29	9	6	60%
Q 33	9	6	60%
Q 32	4	11	27%

Table 4-87. Institution #12 Full-time Faculty

	Goal? Yes (1)	Not a Goal (0)	Proportion Yes (%)
Q 22	21	0	100%
Q 25	15	6	71%
Q 23	13	8	62%
Q 30	13	8	62%
Q 24	12	9	57%
Q 27	12	9	57%
Q 31	10	11	48%
Q 33	9	12	43%
Q 26	7	14	33%
Q 29	6	15	29%
Q 28	4	17	19%
Q 32	2	19	10%

Table 4-88. Institution #17 Part-time Faculty

	Goal? Yes (1)	Not a Goal (0)	Proportion Yes (%)
Q 22	8	3	73%
Q 23	8	3	73%
Q 25	8	3	73%
Q 27	8	3	73%
Q 33	7	4	64%
Q 24	6	5	55%
Q 26	6	5	55%
Q 30	6	5	55%
Q 31	6	5	55%
Q 28	5	6	46%
Q 29	5	6	46%
Q 32	4	7	36%

Chapter Summary

In summary, full- and part-time mathematics and communications faculty desired many of the same activities. "Orientation programs for faculty new to the school" was desired across the board by all. "Travel money to attend professional meetings" was desired by full-time mathematics and communications faculty, as well as the part-time communications faculty. "On-campus workshops" were desired by full-time mathematics and communications faculty, as well as the part-time mathematics faculty. Full- and part-time mathematics and part-time communications faculty desired "Graduate courses for credit," whereas full-time mathematics, and full- and part-time communications faculty desired "Financial support for advanced graduate study." All full- and part-time faculty on the average agreed that they did not desire "Retreats," "Consultant visits to campus," or "Videotaping and review of practice teaching sessions." Full- and part-time faculty also agreed on what they listed as the top 5 important goals for the survey.

Eleven out of 17 activities listed were perceived to be more available by full-time mathematics faculty than the full-time communications faculty, while 50% or more of the part-time faculty perceived at least 10 of the 17 activities as available to them.

More than 50% of part-time mathematics faculty listed 5 activities as available, while 50% or more of full-time mathematics faculty listed 12 activities as available. Fifty percent or more of part-time communications faculty listed only 2 activities as available, while 50% or more of full-time communications faculty listed 8 activities as available. 80% or more full-time mathematics faculty listed 7 activities as available, and 80% or more of full-time communications faculty listed 5 activities as available. However, no activity had greater than 78% part-time mathematics or communications faculty responding positively, and all but one activity for each had less than a 60% positive response rate.

Overall, part-time faculty felt that they should be included in more activities than was thought by the full-time faculty. Part-time communications faculty listed more activities they felt they should be included in than any other group listed. Full- and part-time faculty agreed on two items for which they did not endorse part-time faculty participation. Proportionally, twice as many part-timers felt they should be involved in "Financial support for advanced graduate study and/or discipline related research activities" than did the full-time faculty; and about a third more part-timers felt they should be eligible for "Travel money to attend professional meetings" than did the full-time faculty.

Part-time faculty on average reported receiving less of their desired activities than did the full-time faculty at any given institution. Out of the 17 activities listed, 50% or more of the faculty reported that their desire was being met for 10 of the activities.

Full-time faculty desired more travel than the part-time faculty, but were not in favor of "much" travel as a whole.

Full-time and part-time instructors desired "payment for travel and workshop expenses" as a reward for participation in faculty development programs. Full-time instructors were fairly evenly split between half-day and 1- to 3-day faculty development programs, while the part-time instructors were more interested in the half-day programs.

Full-time faculty desired that development programs be held at scattered times throughout the year, while part-time faculty were split between the three choices.

Full- and part-time faculty stated that development programs should be held during the day, with part-time faculty much more receptive to evening and weekend programs.

When looking at the importance of the goals listed, and after applying the Bonferroni adjustment, there was a statistically significant mean difference in a single goal (26), "Enhancing the faculty member's knowledge in his or her subject area." There were no other significant differences.

When looking at perceptions of availability of programs, and after applying the Bonferroni adjustment, there was a statistically significant mean difference between the full- and part-time faculty in both the mathematics and communications disciplines, as well as for the overall. When splitting the mathematics and communications faculty, data indicated that full-time mathematics faculty perceived more program availability than the part-time mathematics faculty; while the same thing occurred with the full- and part-time communications faculty.

When looking at the importance of goals and desirability of activities, neither of the models for the Goals or the Activities subscales reduced variation significantly. More than 50% of full-time faculty agreed their institution held 9 of the 12 goals listed, while more than 50% of the part-time agreed that their institutions held 7 of the goals listed, and those goals were included in what the full-time faculty had listed. Fifty percent or less of the full- and part-time faculty agreed that four of the items were goals of the institution.

CHAPTER 5
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to discover what has occurred in the area of professional development in community colleges in Florida. Faculty, both full- and part-time in the disciplines of mathematics and communications were queried concerning their faculty development opportunities, and how that differed from what was offered to them and how these choices were affected by independent variables such as gender, discipline, age, experience, degree level, and years at the institution.

The questions asked in the study led to answers that described the importance of specified goals of faculty development for full-time and adjunct instructors and if these goals were perceived to be important to their institution, the importance of specified faculty development activities for full-time and adjunct instructors and perceived availability of these activities at their institution, how the available programs were administered, and various demographic data.

Data for this study were collected using Caffey's (1978) questionnaire with modifications to the original instrument to clarify meaning of terms according to acceptability at the time the study was completed, to specify the language to make it applicable for adjunct instructors, and to gather more adjunct-relevant information related to the questions. All available full- and part-time instructors in mathematics and communications were contacted at 21of the 28 Florida community colleges.

The survey instrument was divided into four distinct sections. The first section was used to obtain general demographic information about the participants that was used to make comparisons and assumptions about the sample. Section two generated answers concerning instructors' need for particular faculty development goals and if these goals were being addressed at their institution. Section three generated answers concerning instructors' needs for particular faculty development programs and if these programs were being offered at their institution. Section four elicited responses concerning when and how the instructors would like to be involved in their faculty development programs.

Research Questions

Question 1

What do full-time mathematics and communications instructors desire in terms of professional development opportunities?

The five activities most desired by full-time faculty in this study closely mirrored what others have stated full-time faculty desired. These desired activities were also found to be offered at individual institutions within this study and at institutions described in the literature (Murray, 2002a; Sydow, 2000; Wallin, 1982). For example, in a 5-year study done in the Virginia Community College System, researchers showed that conferences, workshops, seminars, and noncredit courses were preferred by the majority of respondents, and an increased number of respondents listed activities such as college-sponsored programs, formal colloquies, or symposia with colleagues and computer networks as preferred (Sydow, 2000). However, the results from the current study differed somewhat from the original Caffey (1978) survey, where the top seven preferred activities were

1. Travel to attend professional meetings (current survey #39)

2. Career planning workshops for faculty (this was listed low in the current study) (current survey #48)
3. Developmental leave (not listed in the current survey)
4. Graduate courses for credit (current survey #40)
5. Orientation for new faculty (current survey #47)
6. Professional collection in the library (current survey #46)
7. Workshops for faculty (current survey #38)

Question 2

What did part-time mathematics and communications instructors desire in terms of professional development opportunities?

The overall results revealed that the five activities most desired by part-time mathematics faculty were somewhat different than those desired by the communications faculty. However, the activities chosen by the part-time faculty agree with what was cited in the literature. For example, in a study of 45 community colleges in nine states, 59% of the part-time faculty listed "evaluation" as second in their desired list of activities—which included "giving students feedback" and "formal and informal self-evaluation." Furthermore, 71% of the part-time faculty listed "Misc." items such as would generally be included in an orientation program (i.e., college paperwork concerns, A.V. equipment). Tied for third place in the example study was a desire for information about students and teaching much like one would receive in graduate courses, workshops, or professional development materials (Black, 1981).

Part-time faculty desires also matched other suggestions found in the literature such as orientation, being integrated into the college (i.e., being invited to workshops), improving teaching skills, learning more about effective evaluation of students, and learning more about students overall and their motivation (Burnstead, 2000; Klenk, 1995; Rhodes, 1991; Roark, 1989; Roueche, et. al., 1995).

Questions 3 and 4

What types of professional development programs were perceived to be important to full-time and part-time mathematics and communications instructors at their institutions?

The results of this research indicated that, overall, full-time faculty were concerned with improving classroom instruction via improved knowledge and capabilities regarding students, and teaching and learning techniques. While Administrative decisions were considered important, understanding the role of the community college and its policies and processes were not. Part-time faculty were also concerned with the same goals and also were not interested in learning the role of the community college.

The findings from this research agreed with Caffey's (1978) original research in this area, where he also found "Improvement of teaching skills," "Enhancing the instructor's knowledge in the subject area," and "Motivating faculty members to strive for excellence in their performance as teachers" were listed as primary goals of importance. Fourth listed was tied between "Faculty knowledge of student characteristics" and "Inform faculty of administrative decisions." "Effective use of instructional resources," and "Adapt teaching to changing conditions" rounded out the top seven. His participating full-time faculty also tended to devalue goals relating to institutional mission, role, policies, and procedures.

The fact found in this research that faculty were not concerned with the unique role of the community college in their community should be of concern to both groups and their administrators. As the community changes, and the college changes to meet the needs of that community, faculty needed to have a clear understanding of what the institution was doing, and why they were doing it, in that particular manner, in order to teach the diverse student population they were facing.

In the current study, the three items most disliked by all full-time faculty were

(36) Retreats

(41) Videotaping and review of practice teaching sessions with full or part-time faculty colleagues.

(35) Consultant visits to campus.

In the original Caffey (1978) study, there were ten items that received unfavorable rating from as many as 20% of the participants. Four items involved evaluation or observation, two involved activities to encourage faculty interaction, and two items involved assisting faculty with personal needs. It would appear that time and/or education have significantly altered the perception of what was desirable; however, two of the three items found in this study (Videotaping and Retreats) fall into two of those same categories (Evaluation/Observation and Faculty interaction activities, respectively), indicating perhaps that time and/or education have not impacted perceptions to a significant degree.

Questions 5 and 6

What types of professional development programs are perceived to be available to full-time and part-time mathematics and communications instructors at their institutions?

The data collected from this study on the availability of programs demonstrated a large gap in either the actual or perceived availability of programs. (It may be that the programs were not available, or it may be that the individuals surveyed did not know they were available. It was also possible that some faculty perceived selected items as available, when in fact they were not, as each of these things have occurred in at least three Florida community colleges in the past [Byrd, 1985].) In any respect, there was a vast difference between what full-time faculty perceived as available compared to the part-time faculty. This result agrees with the literature. As it has been noted, part-time faculty are often excluded from faculty development activities due to cost, convenience, or being overlooked (Gappa & Leslie, 1993; Roueche et al. 1995, 1996).

Question 7

What types of professional development activities did full-time and part-time faculty think adjunct faculty should be included in?

As noted in the results, full-time faculty believed that part-time faculty should be involved in activities that improve their knowledge and teaching ability, including four evaluation-type activities out of the seven listed. Part-time faculty also believed they should be involved in activities that give them access to improving their knowledge and skills, but they listed two additional "improvement items" for themselves as well as listed the same four evaluation items that the full-time faculty listed. Overall, the "money activities" (i.e., travel funding, graduate course for credit, and financial support for advanced graduate study) were items rated much lower by the full-time faculty when it came to including the adjuncts. Part-time mathematics faculty listed these items lower as well. According to their "desire" responses in Research Question 2, part-time faculty did show a desire for some of these activities, which would seem to indicate a discrepancy here. However, whether the part-time faculty's answer here was due to a true lack of interest/desire, or disbelief that they would ever have access to the activities, was unknown. These results agreed with the literature that often shows there was a discrepancy between what part-time faculty think they need verses what others think they need in terms of development opportunities, and that those "above" them tend to think of part-time faculty as in need of instructional assistance. As in the Black (1981) study, out of 45 questions the part-time faculty, deans, and department chairs significantly differed in their responses on 36 items. Deans perceived adjuncts to be in most need of instruction-related items listed, Chairs also perceived that need, while part-time faculty perceived themselves least in need. Part-time faculty responded they would like assistance in "miscellaneous" areas, as well as in the area of evaluation. Others have found similar results (Byrd, 1986; Piasta, 1991, Roark, 1989).

Question 8

How did institutions compare in fulfilling their full-time and adjunct mathematics and communications instructors' desires in the area of professional development?

Overall, full-time faculty respondents had a high percentage of desired activities available to them. This result agreed with Caffey's (1978) study where there "appeared to be a strong relationship between what was valued and what was available" (p. 134). Part-time faculty were not receiving the faculty development programs they desired. The discrepancy between full- and part-time faculty was not surprising, as throughout the literature researchers have come to the same conclusions (Anderson, 1990; Grant, 2000; Leslie et al., 1982). These differences are often linked to cost of implementation, logistics, political concerns, and lack of interest (Maguire, 1983; Moe, 1977; Phillips, 2000; Richardson, 1992; Thomas, 1987).

Questions 9 and 10

As a group, what were the full-time mathematics and communications instructors' preferred administration and format of faculty development programs?

Travel. A low percentage of faculty desired to travel for faculty development activities. Full and part-time faculty were fairly close in amount of travel desired. Part-time math faculty were more accepting of "little" travel, while full- and part-time communication faculty were more agreeable to "much" or "some" travel. Caffey (1978) found that full-time faculty preferred programs that involved "some" travel.

Required faculty development. Neither full-time nor part-time faculty wanted to see faculty development programs required. Full-time faculty believed part-time participation should be a mixture of required and voluntary, where part-time faculty believed their participation should be voluntary or mixed. Interestingly, a small percentage (8%), of part-time faculty did indicate required programs. Overall, the literature suggests that while sometimes necessary, required programs often do not succeed as well, due to faculty becoming resentful and feeling threatened or intruded upon (Shrock, 1985). Caffey (1978) found that full-time faculty preferred there be a mix between required and voluntary attendance.

Motivators. While intrinsic motivation may have been important, the reality indicated in this study was, particularly for adjuncts but certainly not exclusive of them, that money was a motivator for participating in development activities. However, money cannot be the only motivator, for if there were not sufficient administrative support, faculty input, and a host of other factors, money alone would not generate the long-term support by faculty that was desired for these programs (Alison & Scott, 1998; Arreola, 1983; Drake, 1984; Mamman, 1987; Shrock, 1985). Caffey (1978) found that full-time faculty stated "personal satisfaction and growth" and "payment of travel and workshop expenses" were acceptable rewards for participation.

Length of programs. Contrary to what was found in the Caffey (1978) study, where faculty preferred events of 1 to 3 days duration, half-day programs were preferred by full- and part-time faculty in this study. This difference was likely due to the change in our society and technology to a more fast pace of learning and doing. Model programs for full- and part-time development seem to utilize this half-day approach, though not exclusively (Dotolo, 1999; Phillips, 2000). However, it was important to offer the half-day program, keeping in mind the adjunct's availability (often they have classes in the afternoon and at night), and/or give enough notice so they can arrange their schedules appropriately. Notice given up to one semester in advance was not too much (Roark, 1989; Sydow, 2000).

Schedule of activities. As seen in the data, when to hold activities seemed to be "at scattered times throughout the year." Most likely this was the result of "how it has always been done," as that was the way most schedule them. Caffey's (1978) research demonstrated this fact as well. In 1978, the response by faculty was "at scattered times throughout the school year," as well. The researcher was familiar with many of the participating community colleges, and where institutions have tried differing schedules, a percentage of their faculty stated "summer" or "beginning of the term" as viable. One study found over half of the adjuncts stated they would participate in development activities should they be offered before the term began (Roark, 1989).

Time of day. All faculty, full- and part-time, desired activities be held during the day time as opposed to evenings or weekends. This finding does not agree with the body of literature that stated programs needed to be offered during "off" times, to accommodate the adjunct instructors (Burnstead, 2000; Drake, 1984; Roark, 1989; Tuck, 1981). The discrepancy may lie in the fact that these data were collected in the summer term when adjuncts teach many of the daytime classes and fewer night classes are offered or may reflect a significant number of "full-time" adjuncts.

Question 11

Were full-time mathematics and communications faculty perceptions of *importance* different than those of the adjunct mathematics andcommunications faculty at their institution?

Prior to applying the Bonferroni adjustment to the results of this study, full-time faculty perceived more importance for "Enhancing/Expanding classroom teaching and learning techniques," "Enhancing subject area knowledge," and "Creating harmonious working relationships" than did the part-time instructors. Post application of the Bonferroni adjustment, full-time faculty perceived more importance for "Enhancing subject area knowledge." These results were somewhat surprising because both full-time and part-time faculty listed two of these as goals they perceived as important. However, since all the significance was found in the math faculty responses, it may be concluded that the part-time math faculty found these goals not as important as the full-time math faculty. A conjecture could be made that part-time mathematics instructors are often employed in a professional field (such as accounting and computers) and also feel that they are already challenged to be current in their knowledge, that they work harmoniously with others daily in their full-time profession, are not at the college enough to develop "relationship difficulties," and lastly, feel that they have an arsenal of techniques to instruct with "from their real world" experience.

Question 12

Were full-time mathematics and communications faculty perceptions of *availability* different than those of the adjunct mathematics and communications faculty at their institution?

Congruent with the data from questions 4 and 5 of this study, perceptions of availability were significantly higher for full-time when compared to the part-time faculty. This may indicate that part-time faculty were not aware of the development opportunities available to them or that less activities were, in fact, available to part-time faculty.

Question 13

How were the variables of gender, discipline, age, experience, and degree level associated with the full-time instructors' ratings of importance of goals and desirability of activities?

In terms of the Goals or the Activities subscales, there were no significant relationships between the variables included in the models and the levels of importance or desire expressed by the faculty. These results differ from Caffey's (1978) study, as well as others found in the literature. In the original Caffey (1978) study, he found that teaching field, years employed at the present institution, highest degree earned, and gender all played a role in influencing the faculty's responses for preferred activities. In specific, those who perceived activities more desirable were those in the health career fields (as opposed to the vocational-technical fields), those with less teaching experience, those most recently employed, and women. Also discovered in Caffey's study was that length of service and educational level affected faculty's perception of importance of goals. For example, in his study those with lesser degrees and those who became most recently employed gave more favorable responses to listed goals.

In a study of three large community colleges in Northern Illinois, Saret (1993) found that years of teaching, discipline, years of community college teaching experience, and family responsibilities all influenced the results significantly. Gender also affected the results, as well as age and academic background. For example, females stated greater benefit for all topics related to "understanding students," faculty with less than 20 years of experience responded that all topics were more beneficial than those with more than 20 years experience, and faculty under 40 years of age and between 46 and 50 years expressed more desirability for all types of activities than those 50 years of age and over.

While it is not clear why this study's results differed from previous studies' results, one possible explanation is that the emphasis on faculty development over the years caused faculty members to rate levels of importance more highly, reducing variability in the response. Another possible explanation is that individuals who placed lower levels of importance on faculty development responded to the survey at a lower rate.

These factors of gender, discipline, age, experience, degree level, professional aspiration, and years at the institution, examined in this study and others, possibly are factors to consider when planning development programs. While it was true that it would be nearly impossible to plan according to each factor individually for each program, the fact that other researchers have seen these variables impact results could indicate a need for individual institutions to evaluate how these factors affect their faculty and their development offerings. Institutions, then, might find it beneficial to focus on the goals their faculty perceive as important and how those goals relate to the institution's goals overall. For example, the results might warrant a development program of some type for Discipline A, while a different approach might be utilized for the same program in Discipline B. Planning for faculty in much the same way faculty plan for their students would result in more effective programs. It would follow that if faculty were positively affected by the program, there would be a greater impact on teaching strategies and techniques, and therefore improve learning in the classroom.

Question 14

How were the variables of gender, discipline, age, experience, degree level, and years of experience associated with the part-time instructors' ratings of importance of goals and desirability of activities?

In terms of the Goals or the Activities subscales, there were no significant relationships between the variables included in the models and the levels of importance or desire expressed by the faculty. These results differ with those found in the literature by Roark (1989), Tuck (1981), and Klenk (1996).

Roark (1989) and Tuck (1981) demonstrated with their studies that lower levels of education resulted in greater perceived needs by faculty and higher level of education resulted in lowest level of needs, respectively. Klenk (1996) found varying levels of need by faculty across levels of education. Klenk also found that, if employed three terms or less, the faculty reported a higher level of need for development than others. Tuck and Roark noted no differences in this respect.

Klenk (1996) also found that the demographic variables of age, gender, level of education, number of terms teaching experience, type of institutional designation, and terms of employment at the same institution all impacted a part-time instructor's perception of need for faculty development. Statistically, age and teaching experience had the greatest impact in the Klenk study.

While it is unclear why this study's results differ from previous studies, there are three possible explanations. First, it may be that there were a greater number of part-time faculty who answered the survey who placed a higher importance on faculty development. Second, it may be that, over time, the importance of faculty development has increased. Finally, it may be that part-time faculty are more accustomed to development activities through other occupations they hold and tend to more highly value development goals and activities.

Specificity of designing programs was a difficulty and an opportunity. As seen in the literature, most of the factors examined in this study have been shown in other studies to impact goal and activity choices of part-time faculty. Designing programs for part-time faculty was a challenge to begin with, designing programs for part-time faculty that are discipline or gender or some-other-variable-specific would be an even greater challenge. However, just as teaching is designed to address different learning styles within classrooms, it seems important also to address to the varying characteristics of faculty if it would mean reaching more faculty effectively.

Question 15

What did full- and part-time faculty perceive as goals of their institution?

While there was agreement in this study between the full- and part-time faculty as to what they perceived was important goals of the institution, less part-time faculty routinely responded positively than did the full-time faculty. The goals they all listed were very much in agreement with the original study, encompassing a large list of goals.

Caffey (1978) found that faculty perceived the institution placed more importance on the following goals:

- "Providing and understanding of the institution's policies, procedures and decision making processes"
- "Helping faculty to understand their own institution's mission and goals."
- "Familiarizing faculty wit the distinctive role of the community-junior college."

Conversely, Caffey also found that faculty members placed more importance on the following goals:

- "Enhancing the instructor's knowledge in the subject field."
- "Motivating faculty members to strive for excellence in their performance as teachers."

High levels of agreement as to what the faculty thought was important and what they perceived was important to their institution were found in these two goals:

- "Improvement of teaching skills." (This goal being perceived as important), and
- "Helping faculty members cope with personal needs." (This goal being perceived in both respects as unimportant.)

In this study, there were two perceived goals on the full-time list were not mentioned on the part-time faculty list:

(26) Enhancing the faculty member's knowledge in his or her subject area and

(30) Increasing faculty member's knowledge of the characteristics of his or her students, and helping them use that knowledge to provide better instruction.

While disturbing that part-time faculty felt this way, it was not surprising. Throughout the literature there has been confusion and discrepancies between levels of employees as they have reported perceptions.

For example, Research question 2 in the Klenk (1996) study asked if statistically significant differences existed between perceptions of part-time faculty and higher education administrators (Deans) concerning the professional development needs of part-time faculty. Differences between the perceptions of part-time faculty and the administrators in the study were found to be statistically significant for eight items:

> - Writing learning objectives
> - Desiring various techniques to motivate students
> - Helping students to plan and carry out projects
> - Presenting a manipulative skill
> - Making use of illustrations in a lesson
> - Understanding human relations between teacher and student
> - Understanding college policy and procedures for course withdrawal, incomplete grades, etc
> - Determining satisfactory levels of learning. (p. 61)

> The mean response for each of the eight items was higher for higher education administrators indicating a perception of greater need in these areas. This greater perception of need expressed by higher education administrators was consistent for each of the 35 survey items. However, no mean was recorded at the highest level of need for any item. . . . The current study found greater need as perceived by administrators in those areas primarily dealing with classroom teaching and institutional policies. (Klenk, 1996, pp. 61-62)

In other studies, Black (1981), Piasta (1991), Byrd (1986), and Roark (1989) all found that administrators (deans, chairpersons, staff development officers) and part-time faculty perceived needs differently than those above them in rank, and as a result, the institutions were not meeting the needs of their part-time faculty.

Conclusions

Faculty development has been a "side issue" for many years. It has been considered, even acted upon, but when money became tight, it was often one of the first areas cut back. However, with the increase of performance-based funding and performance-based budgeting, faculty development issues have risen to the forefront (Aleamoni, 1997; Gaff & Simpson, 1994). Increased accountability to the community and the legislature, coupled with a bold attitude on the part of students to "speak up" about satisfaction or dissatisfaction with their educational experience, have hopefully made senior administrators more aware of the need for current and timely professional development opportunities. Those in rural areas have discovered that the community college was the answer for quick, less expensive training for future jobs and goals (Ning, 1998). It was imperative, then, that community colleges provide the necessary tools and opportunities to keep all instructional staff current and viable in the educational world.

This study was designed to discover what was occurring in faculty development for both full- and part-time mathematics and communications instructors in the State of Florida. It was the intent to determine what was desired by instructors in terms of faculty development and what was provided for them and the differences that may exist; and how factors such as gender, discipline, age, experience, degree level, professional aspiration, and location of the institution may or may not impact the type of choices instructors will make in terms of faculty development. Equipped with this information, institutions will be able to make better choices about how to determine faculty needs, how to better accommodate faculty desires, and how to include as many part- and full-time faculty in the development activities as possible.

This study was a modified replication of a work done by Caffey (1978), who surveyed full-time faculty and administrators in Texas community-junior colleges. The original survey was altered to clarify meaning of terms according to present acceptability, to specify the language to make it also applicable for adjunct instructors, and to gather a few more pieces of adjunct-relevant information related to the existing questions. The original was a mail survey, while this research was done using both mail and e-mail sent to all Vice Presidents of Instruction or their designee of 21 of the 28

Florida community colleges. They then forwarded the e-mail announcement or a paper announcement to all of their full- and part-time mathematics and communications faculty. Three e-mail reminders were sent and two paper reminders were sent to the appropriate persons. Questionnaires were returned by 24% of those to whom they were sent. Results of the statistical analysis appear in Chapter 4 of this work.

Overall conclusions that can be drawn from this work are

- Full- and part-time faculty did not greatly differ from the type of activities that they deemed important, and they agreed on what they disliked.
- Full and part-time faculty did not differ greatly concerning what goals they thought were important for a faculty development program.
- Part-time faculty perceived a lot less programs available to them than did full-time faculty.
- Full-time faculty listed fewer items that they believed part-time faculty should be involved in.
- Overall, full-time faculty received programs they desired in terms of faculty development offerings.
- Overall, part-time faculty did not receive programs they desired in terms of faculty development offerings.
- Faculty can be inconsistent in their wishes. For example, while reporting they desired "travel money to attend professional conferences," full-time faculty stated they wanted programs with little travel.
- Overall, in terms of administration and format of development programs, full-time faculty desired little travel, some required programs, payment for "travel and workshop expenses" as a reward for participation as well as stipends, 1 to 3 days for program length, programs held at times throughout the year and scheduled during the daytime hours.
- Overall, in terms of administration and format of development programs, part-time faculty desired little travel, voluntary programs (with some required for full-time faculty), payment for "travel and workshop expenses" as a reward for participation as well as stipends and earning graduate credit awarded by a university, one-day-long programs, programs held at times throughout the year or at the beginning of the term and scheduled during the daytime hours.

- Full-time faculty perceived virtually all activities to be more available to them than did the part-time faculty.
- The faculty member's discipline affected full- and part-time faculty responses related to Goals.
- Part-time faculty perceived fewer goals as goals that were held by the institution.

It was clear from these results that part-time faculty perceived that their needs and desires for professional development were not met, and they perceived the institution did not hold many of the stated goals important. Whether their perceptions were accurate in terms of real-offerings and what the institutional goals really were, needs further investigation. With the increasing number of adjuncts teaching core courses (Roueche et al., 1995), and with the desire that the field of Education now has to improve teaching (and therefore learning) (The Commission on the Future of Community Colleges, 1988), it would seem from these results that institutions in the State of Florida need to communicate their goals and activities better to their adjunct instructors and/or need to contribute more to the professional development of this important group of faculty in terms of offerings, support, and communication. There needs to be some meaningful conversations between the part-time faculty, the full-time faculty, the planners of faculty development programs, and the institutional administrators if institutions desire to improve learning at their colleges by integrating a large portion of their faculty into the process (The Commission on the Future of Community Colleges, 1988). These conversations, often proven to be absent, need to center around what each perceives was important in their respective fields and positions, comparing that to what was currently offered and how the differences can be resolved (Black, 1981; Byrd, 1986; Klenk, 1996; Piasta, 1991; Roark, 1989).

It was important to note, as well, that mathematics and communications faculty have differing views on topics, and these views, as well as the other independent variables, need to be considered when planning programs. It may not be possible to plan separate institutional programs for everyone; however, it is possible to tailor programs during the year to meet specific needs. Also, professional development personnel can assist faculty members in creating personalized development programs for themselves that would meet their specific needs, while participating in the overall program as well. It is important for professional development personnel to check often with the faculty to determine needs and desires in order to keep the program pertinent to the persons it is serving. To do this, professional development personnel need to keep abreast of the changes going on within their own colleges.

Two things occurred while this study was being conducted that may have influenced who participated and how they responded. At one institution, the administration began piloting eight redesigned sections of a communications course, which included new curriculum and texts along with a host of computer interactions, while at another institution, they were experiencing a dramatic shift in policy, with faculty development becoming part of the annual self-evaluation/peer evaluation. How these two items might have influenced the results was impossible to predict, but it was an illustration of how institutional influences may affect the outcome. To offer the same faculty development programs, in the same format, to the same group of people, year after year will not assist the institution in fulfilling its mission. In the same respect, administrators must perceive the need for good professional development programs to the point that they find a way to fund the programs and adjunct faculty as well.

In summary, in order to improve student learning at community colleges in Florida, improvement must be made in the classroom. Administrators and faculty development professionals need to be made aware of the people leading the class and their needs and desires. Once aware of their needs and desires that fit with the college mission, they must find a way to assist faculty in fulfilling those requests in order to enhance their teaching abilities and thereby positively impact the results in the classroom.

Recommendations for Further Research

It is recommended that further study be conducted in the State of Florida to determine if there is consistency between part-time faculty perceptions and development program offerings.

It is recommended that further study be conducted in the State of Florida to determine if part-time faculty perceptions concerning their institution's goals are accurate when compared with what is actually promoted by the institution.

It is recommended that more individual state studies be undertaken to examine the perceptions of adjunct instructors concerning faculty development goals and activities to determine if these same results occur across the nation.

It is recommended a State of Florida study be conducted to determine if part-time faculty perceptions are consistent with Administrator's perceptions concerning faculty development goals and activities.

It is recommended that further study be given in the State of Florida as to which of the independent variables (age, gender, discipline, experience, degree level, professional aspiration) impact full- and part-time faculty's choices the most, as this would assist professional development personnel in designing programs to meet specific needs. Ideally, an instrument for determining this on an institution level should be designed to be most useful to the institutions concerned.

APPENDIX A
REVIEWERS OF FACULTY DEVELOPMENT SURVEY

The Faculty Development Survey was sent to six reviewers. Five responded and assisted in critiquing and revising the survey. All have worked with Faculty Development in some way in the positions they have held. All have been involved in research and/or survey development and/or statistics and are familiar with the qualities needed to build quality survey instruments.

Raoul A. Arreola, Ph.D. holds a doctorate in Educational Psychology from Arizona State University. He also holds and undergraduate degree in mathematics. He has spent the last 32 years working primarily in the areas of instructional and faculty evaluation and development, and the use of technology in higher education. In addition to teaching in the classroom, he has served in the administrative positions of Director of the Office of Evaluation Services and Associate Director of the Learning Systems Institute, where he was responsible for designing and operating the university's student rating faculty evaluation system. He has been Director of the Center for Instructional Services and Research at the University of Memphis, and Chairman of the Dept. of Education at the University of Tennessee Health Science Center, where he was also on the staff of the University of Tennessee Institute for Leadership Effectiveness. He has published in the areas of distance education and faculty evaluation and faculty development. His book "Developing a Comprehensive Faculty Evaluation System" is widely used in colleges and universities in designing faculty evaluation programs. Dr. Arreola also serves as a consultant to colleges and universities nationally and internationally in designing and developing personnel evaluation and development programs.

Robert S. Gabriner, Ed.D., holds a doctorate in Education Administration from the University of California at Berkeley and degrees in History from University of Wisconsin and Cornell University. Dr. Gabriner is currently the Director of Institutional Research, Planning and Grants at City College of San Francisco (CCSF), where he directs all college-wide research and planning operations, including instructional and student service program development. He has been the Dean of School/College Relations and Special Assistant to the Chancellor while at CCSF, and has Co-Founded the CCSF Office of Peer Mentoring and Service Learning. He has served as the President of the Community College Council and as Vice President for the California Federation of Teachers. Dr. Gabriner was the Project Coordinator for the Peralta Classroom Research Project, where he worked with other state community college leadership on the development and architecture of the Community College Reform Act of 1988. He is the Program Director for the Community College Network for the American Association of Higher Education, was a founding member of the Council of Faculty Organizations (1988), and served as a member of the Legislative Task Force on Community College Reform (1987).

Brad Phillips, Ph.D., holds a doctorate in Social Psychology, with an emphasis on Program Evaluation, from Claremont Graduate School. He has taught in the areas of psychology, statistics and counseling. He currently is the Senior Director of Institutional Research, Planning and Academic Services at Grossmont-Cuyamaca Community College District, where he is responsible for all institutional research for the district site and two colleges. Research projects include descriptive, validation, and treatment effectiveness studies, program review, survey development and analysis and grant evaluation. He is also responsible for facilitating the standardization of curriculum between the two colleges, and alignment of curriculum among educational segments to enable a seamless transfer of student from high school to community college to transfer university. Dr. Phillips is currently serving on the board of the California Community Colleges Research and Planners Group.

Cliff C. Morris, Jr., Ph.D., holds a doctorate in Mathematics Education from the University of South Florida. He is a double alumnus of FAMU with Bachelors and Master degrees in Mathematics and Mathematics Education. Dr. Morris is currently the Dean of Mathematics at Valencia Community College, West Campus in Orlando, FL. He has been teaching at Valencia for 27 years.

Patricia O'Neill, Ph.D., holds a doctorate in Comparative Chinese-European History form the University of Washington, an M.A. in Asian History and a B.A. in European Intellectual History from S.U.N.Y. at Buffalo, and University of Pennsylvania respectively. She is currently the Chair of the Social Sciences Department at Central Oregon Community College in Bend, Oregon. Her research interests include Comparative World History and Comparative Diplomatic History.

APPENDIX B
REVIEWER PACKET

November 1, 2001

Dear Dr. XYZ,

My name is Kristel Phillips and I am a Doctoral Candidate working with Dr. Dale Campbell and Dr. Barbara Keener at the University of Florida in the Higher Education Administration program. I am endeavoring to begin my dissertation research in the area of faculty development, and would appreciate your input as an established expert in this area. Enclosed please find the survey that I will be using. I am asking that you to examine the questions/statements for clarity and content. Please make any suggestions for improvement on the attached sheet. Also, I have put each question/statement into sub-categories for future data analysis, and would appreciate your input as to the appropriateness of each question/statement's inclusion in the designated category. Please make as many comments as you feel is necessary to clarify the survey for accurate responses by the participants, and to group the questions/statements appropriately for analysis.

The main goals of this survey is to establish what is occurring in adjunct and full-time faculty development compared to what the instructors desire; and to establish when faculty development should be done and within what parameters in order to reach the largest number of faculty. The study will be sent to all Mathematics and English faculty (adjunct and full-time) in the state of Florida.

Thank you in advance for your willingness to assist me in this research. Please return your comments to me via e-mail to ihe@coe.ufl.edu, or send via posted mail to: University of Florida, College of Education, PO Box 117049, Department of Educational Leadership, Policy, and Foundation, Gainesville, FL 32611-7049, ATTN: Kristel Phillips. Your name will be listed in the dissertation as one of the experts who assisted with the validity of the survey. Please return you comments no later than **Monday, November 12, 2001**.

Thank you once again,

Kristel D. Phillips,
Doctoral Candidate
University of Florida

Each question on the survey has been assigned to a subscale, so that groups of items can be considered in terms of constructs, and can be measured in groups statistically. For the "Goals of Faculty Development" section of the survey, eight subscales have been identified:

GOALS Sub-scales

Improvement of Teaching Skills (questions 13, 21)
Improved Understanding of Students and Community (question 14)
Improvement of Institutional Knowledge (questions 15, 18, 22, 24)
Facilitating Use of Instructional Resources and Services (question 16)
Enhancing Knowledge in Subject Area (question 17)
Improvement of Human Relationships (questions 19, 20)
Coping with Personal Needs (question 23)

Matched to each of the subscales listed above, are the questions concerning what the faculty member desires to see a faculty development program offer. The questions from the "Faculty Development Activities" section of the survey have been matched as follows:

ACTIVITIES Sub-Scales

Improvement of Teaching Skills (questions 25, 28,30, 32, 34, 36, 41)
Improved Understanding of Students and Community (question 26, 35, 36)
Improvement of Institutional Knowledge (questions 25, 27, 38, 39)
Facilitating Use of Instructional Resources and Services (question 38, 29, 25)
Enhancing Knowledge in Subject Area (question 26, 29, 30, 31, 33, 37)
Improvement of Human Relationships (questions 27, 35)
Coping with Personal Needs (question 39, 40)

Survey Comments

You may write your comments on the survey itself as you go along; you may comment on a bank sheet of paper; or you may use the following questions as a guide for your feedback. Please return to me no later than November 12, 2001. Thank you for your time.

1. Do you feel that this survey measures what the researcher desires to measure? _______

If no, why not? ____

____

2. Do you feel that this survey is easily understandable by adjunct and full-time

instructors? _______

If no, what specifically would you change? ____

____

____

(please include another sheet if necessary)

3. Is there any language of formatting that is confusing or confounding within the

survey? __________

If so, please describe: ____

____

____

(please include another sheet if necessary).

Sub-Scales

1. Do you feel that the questions included in each of the sub-scales are in the appropriate place? ________

2. If not, what questions would you change? (What sub-scale would you include them in?) and Why do you think that? ____

____

____

____

3. Do you have any other suggestions concerning the sub-scales? __________________

____

____

____

Please write a short biography, including your current position title, that could be included in the methodology section of the dissertation. Thank you once again for your time and effort.

____

____

____

____

APPENDIX C
PARTICIPATING COLLEGES

Brevard Community College
Daytona Beach Community College
Florida Keys Community College
Indian River Community College
Lake City Community College
Lake-Sumter Community College
Manatee Community College
Miami-Dade Community College
North Florida Community College
Okaloosa-Walton Community College
Palm Beach Community College
Pasco-Hernando Community College
Pensacola Community College
Polk Community College
Santa Fe Community College
Seminole Community College
South Florida Community College
St. Johns River Community College
St. Petersburg Junior College
Tallahassee Community College
Valencia Community College

APPENDIX D

LETTER TO THE VICE PRESIDENTS AND LETTER TO FORWARD TO FACULTY

DATE

Dear Dr. ,

We invite you to participate in a research study on the status of Faculty Development in Florida community colleges. Results from your institution will be summarized and made available to you to assist you in planning your faculty development programs.

We are asking that you please forward the enclosed endorsement letter and website information to your entire full-time and adjunct faculty in the Mathematics and English disciplines. This web address will enable them to access the survey via the secure and confidential *Research Systems and Solutions, Inc.* website using a password, via the University of Florida Institute of Higher Education's web site. If your time is too limited, we are asking that you appoint someone to assist us with this endeavor. If all of your instructors in these areas do not have access to e-mail and the web, we will gladly send you paper copies of the survey and postage paid envelopes that can be distributed. We would appreciate it if the survey information could be sent out during the second week of your longest Summer Term. (Please include those who are only teaching one summer term in your mail out. It is also permissible to send it out to those who normally teach for you, but may not be teaching this summer.)

If you have any further questions, or require paper surveys, please contact Ms. Kristel Phillips at (407) 877-6599 or KristelP@aol.com or ihe@coe.ufl.edu , immediately. Otherwise, Ms. Phillips will be contacting you by phone in a few days as a follow up to this letter. She will also send this letter via e-mail so it is easy to forward to your faculty. This research will assist her in completing the requirements for her doctorate in Higher Education Administration, and be disseminated to the members of the National Council of Instructional Administrators. Thank you in advance for your participation in this study.

Cordially,

Dale F. Campbell
Co-Chairman

Barbara J. Keener
Co-Chairman

Kristel D. Phillips
Principal Investigator

Greetings! After you type in your name and title at the bottom, please forward the body of this e-mail (or a reasonable facsimile if you would like to change any of the wording) to all of your full- and part-time people that you have on e-mail. Please send a paper copy to those who do not have e-mail. (I can provide paper copies of this memo and of the survey.) Thank you again for your willingness to assist me. Also, please send me the total number of adjuncts and total number of full-time instructors within English and within Mathematics that the survey was sent to.
Kristel

Dear Faculty:

I am writing to you to encourage your participation in some important research. Kristel Phillips, a University of Florida doctoral candidate, recently contacted me concerning her research on faculty development opportunities in the community college system here in Florida. I'm convinced that her topic is timely and worthwhile.

Please fill out the confidential survey and return it as soon as possible so that your opinion can be counted. If possible, please access the survey via the internet at:
http://www.coe.ufl.edu/ihe/ihe.html

Once there, click on the link to **"Faculty Development Survey."** After reading the consent form, click on "I agree to Participate" if you want to continue. (This will take you to the Research Systems and Solutions, Inc. (RSSI) web site. RSSI is a national research firm that assists researchers with data collection, and ensures all results are confidential.) Please click on the tab **"Online Surveys"** once you access the RSSI site, then click on the link for the **"University of Florida Faculty Development Survey."**

Lastly, use the User Name: **education** and password: **edu** to access the form. This will let the researcher know you are in fact a faculty member at one of the Florida community colleges. Aggregate results will be made available by the researcher upon request.

Remember, as with any online survey there may be times the server is slow or down, so please try again if you are unsuccessful the first time.

Please Note: **If you cannot complete the survey online, please print the survey and consent form, or request a paper copy from me, and fax or mail them in immediately at the address/phone listed on the first page of the survey.**

Thank you! Your help and support is greatly appreciated.

YOUR NAME
YOUR TITLE

APPENDIX E
FACULTY REMINDER NOTICE 1 AND 2

Greetings Faculty,

If you have not had a chance to do so yet, please fill out the faculty development survey I sent you information about, and submit it as soon as possible so that your opinion can be counted. Please access the survey via the internet at:

http://www.coe.ufl.edu/ihe/ihe.html

Once there, click on the link to "Faculty Development Survey." Once you've read it, click on the "I agree" tab.
Click on the tab "Online Surveys" once you access the RSSI site, then click on the link for the "University of Florida Faculty Development Survey."

Lastly, use the User Name: **education** and Password: **edu** to access the form. This will let the researcher know you are in fact a faculty member at one of the Florida community colleges.

Remember, as with any online survey there may be times the server is slow or down, so please try again if you are unsuccessful the first time. Please let me know immediately if you experience any "computer errors" while trying to complete or submit the survey.

Please complete the survey today if at all possible. If you do not wish to submit it online, you may print it out and mail or fax it in as directed on the first page of the survey.

Thank you! Your help and support is greatly appreciated.

Greetings Faculty,

If you have not had a chance to do so yet, please fill out the faculty development survey I sent you information about, and submit it as soon as possible so that your opinion can be counted. **If possible, please access the survey via the internet at:**

http://www.coe.ufl.edu/ihe/ihe.html

Once there, click on the link to "Faculty Development Survey." Once you've read it, click on the "I agree" tab.
Click on the tab "Online Surveys" once you access the RSSI site, then click on the link for the "University of Florida Faculty Development Survey."

Lastly, use the User Name: **education** and Password: **edu** to access the form. This will let the researcher know you are in fact a faculty member at one of the Florida community colleges.

Remember, as with any online survey there may be times the server is slow or down, so please try again if you are unsuccessful the first time. **Please let me know immediately if you experience any "computer errors" while trying to complete or submit the survey (KristelP@aol.com or ihe@coe.ufl.edu)** Detailing what the error message said will help us resolve any problems quickly.

Please complete the survey today if at all possible. If you cannot complete it online, please complete the paper-copy that I sent you earlier, and mail or fax it in as directed on the survey. If you have misplaced it, please contact my office for another copy.

Thank you! Your help and support is greatly appreciated.

APPENDIX F
CONSENT FORM

University of Florida
College of Education
Department of Educational Leadership,
Policy, and Foundation

PO Box 117049
Gainesville, FL 32611-7049
(352)392-2391 Fax (352)392-0038

13 May 2002: Informed Consent For Participation In Research

My name is Kristel Phillips and I am a doctoral candidate at the University of Florida, working with Dr. Dale Campbell and Dr. Barbara Keener to collect pertinent data with regard to adjunct and full-time faculty development in the Florida Community College System. It is our intent to discover adjunct and full-time instructors' preferred faculty development aims and practices.

We are requesting your participation in this important research project, and are certain that you will provide valuable information for this project and for improving faculty development programming at your institution.

Your privacy will be protected and all data will be kept confidential to the extent provided by law. You do not have to answer any question you do not wish to answer. There is no anticipated risk, direct benefit, nor compensation for participation. Questions or concerns about the research participants' rights can be directed to the UFIRB office, Box 112250, University of Florida, Gainesville, FL, 32611-2250. Please answer to the best of your ability. However, you are free to withdraw your consent and to discontinue participation in the project at any time without prejudice.

The survey instrument should only take approximately 20 minutes of your time. If you received this survey as an e-mail attachment, then upon completing the survey, either return it to: ihe@coe.ufl.edu, or print and mail directly to: University of Florida, College of Education, Institute of Higher Education, PO Box 117049, Gainesville, FL 32611-7049, ATTN: Kristel Phillips. However, if you received this survey as a hard copy, please complete and return it in the enclosed postage-paid, self-addressed envelope.

If you need additional information or have any questions or concerns about the survey, please contact me at 407-877-6599, or e-mail me at ihe@coe.ufl.edu.

Thank you very much for your prompt assistance and timely response.

Sincerely,

Dr. Dale F. Campbell
Graduate Faculty
& Director, Institute of Higher
Education

Dr. Barbara Keener
Graduate Faculty &
Executive Director,
National Council on
Student Development

Kristel Phillips
Principle Investigator

Participant Information

I have read the procedure described above. I understand that by filling out the attached information and returning it via e-mail or posted mail, I am voluntarily agreeing to participate and stating that I have received a copy of this description. ______________________
Participant Signature

APPENDIX G
MAILED INFORMATION

June 12, 2002

Greetings!

Enclosed please find the materials to give to your faculty who do not have e-mail access on campus. Please distribute the surveys and envelopes through the faculty's campus mailboxes or home addresses. If you can contact nonworking faculty (full-time or adjuncts) to complete a survey, it will be greatly appreciated.

Also enclosed are reminder notices that will also need to be given to the same faculty two weeks after you distribute the survey. Please be sure that all faculty that are given a survey are also given a reminder notice.

Thank you once again for your assistance. If you have any questions, please don't hesitate to contact me.

Kristel Phillips
Doctoral Candidate
University of Florida
(407)877-6599

APPENDIX H
FACULTY DEVELOPMENT SURVEYS

Caffey's Original Survey

FACULTY DEVELOPMENT SURVEY OF TEXAS COMMUNITY JUNIOR COLLEGES

This survey deals with faculty views concerning (1) goals for faculty development, (2) activities utilized in faculty development programs, and (3) administration and format of such programs.

The first section of the questionnaire asks for several items of demographic data. This information makes possible some analysis of the relation between faculty development preferences and the individual characteristics of faculty members.

General Information

Teaching Field

Teaching Experience
(including experience
in secondary schools)

___ 1 year or less
___ 2-4 years
___ 5-11 years
___ 12 or more years

Years employed in Present Institution

___ 1 year or less
___ 2-4 years
___ 5-11 years
___ 12 or more years

Age

___ 30 or under
___ 31-40
___ 41-50
___ 51-60
___ 61 or over

Highest Degree Earned

___ State certificate
___ Associate degree
___ Bachelor's degree
___ Master's degree
___ Doctor's degree

Sex
___ Female
___ Male

Marital Status
___ Single
___ Married

Present Teaching Load
___ 6 or fewer semester hours
___ 9 semester hours
___ 12 or more semester hours

Desired Position Ten Years From Now
___ Present position or a similar one
___ Chairperson of Department or Division
___ Other administrative position in a community-junior college
___ Employment in a senior institution
___ Employment outside education
___ Other

Goals of Faculty Development

Below is a list of prospective goals for faculty development programs. For each item, please place a check ( ) in the appropriate space to indicate how you would rate the item's importance to your own professional development. Then, for each item you consider to be definitely a goal of the faculty development program in your institution, also place a check in the space provided for that purpose.

1 Very Important
2. Important
3. Unimportant
4. Very Unimportant
5. Undecided

IMPORTANCE FOR YOU					IS A GOAL IN YOUR INSTITUTION	
1	2	3	4	U		
__	__	__	__	__	___	1. Improvement of teaching skills.
__	__	__	__	__	___	2. Helping faculty adapt their teaching to changing social and economic conditions in the community and world.
__	__	__	__	__	___	3. Providing an understanding of the institution's policies, procedures, and decision-making processes.
__	__	__	__	__	___	4. Facilitating the instructor's effective use of available instructional resources and services.

___	___	___	___	___	___	5. Enhancing the instructor's knowledge in the subject field.
___	___	___	___	___	___	6. Motivating faculty members to strive for excellence in their performance as teachers.
___	___	___	___	___	___	7. Helping faculty to understand their own institution's mission and goals.
___	___	___	___	___	___	8. Creating harmonious working relationships among department and divisions.
___	___	___	___	___	___	9. Building strong faculty teams within departments or divisions.
___	___	___	___	___	___	10. Improvement of human relations skills.
___	___	___	___	___	___	11. Increasing faculty knowledge of the characterisitics of their students, and helping them use that knowledge to provide better instruction.
___	___	___	___	___	___	12. Familiarizing faculty with the distinctive role of the community-junior college.
___	___	___	___	___	___	13. Helping faculty members cope with personal needs.
___	___	___	___	___	___	14. Keeping faculty informed about administrative decision affecting them and their work.

Activities of Faculty Development

Below is a list of prospective activities for faculty development programs. For each item, please place a check in the appropriate space to indicate how you would rate the item's importance to your own point of view. Then, for each item you consider to be available to you in the faculty development program at your institution, also place a check in the space provided for that purpose.

DESIRABILITY
FOR YOU

AVAILABLE TO
YOU IN YOUR
INSTITUTION

1 Very desirable
2. Desirable
3. Undesirable
4. Very Undesirable
5. Undecided

1	2	3	4	U		
___	___	___	___	___	___	15. Individual development plans, reviewed annually with dean or chairperson.
___	___	___	___	___	___	16. Consultant visits to campus to speak to faculty gatherings or work with small groups of faculty.
___	___	___	___	___	___	17. Developmental leave for advanced graduate study or for working on new instructional materials.
___	___	___	___	___	___	18. Staff retreats for entire faculty or groups of faculty.
___	___	___	___	___	___	19. Observation and critique of teaching by faculty colleagues.
___	___	___	___	___	___	20. Workshops on topics of interest to faculty in their professional roles.
___	___	___	___	___	___	21. Travel to attend professional meetings.
___	___	___	___	___	___	22. Graduate courses for credit, offered on your own campus or on a nearby university campus.

___ ___ ___ ___ ___ ___ 23. Videotaping and review of practice teaching sessions with faculty colleagues.

___ ___ ___ ___ ___ ___ 24. Financial support for advanced graduate study.

___ ___ ___ ___ ___ ___ 25. Formal evaluation of teaching by chairperson or dean.

___ ___ ___ ___ ___ ___ 26. Reduced teaching loads for beginning instructors.

___ ___ ___ ___ ___ ___ 27. Groups formed for sharing personal experiences and problems related to the roles of faculty members.

___ ___ ___ ___ ___ ___ 28. Student evaluation of instruction.

___ ___ ___ ___ ___ ___ 29. A professional collection in the library.

___ ___ ___ ___ ___ ___ 30. Orientation programs for faculty new to the school.

___ ___ ___ ___ ___ ___ 31. Released time for instructional development, such as designing a new course or program.

___ ___ ___ ___ ___ ___ 32. Career planning workshops to assist faculty members in planning for future professional endeavors.

___ ___ ___ ___ ___ ___ 33. Life-planning workshops to provide information about financial planning and retirement planning.

___ ___ ___ ___ ___ ___ 34. Campus office for instructional development, offering professional expertise to aid faculty.

Administration and Format

For each item below, please check the responses that are most appealing to you. You may check more than one space for each item.

35. I would prefer events involving:
___ little or no travel
___ some travel
___ much travel

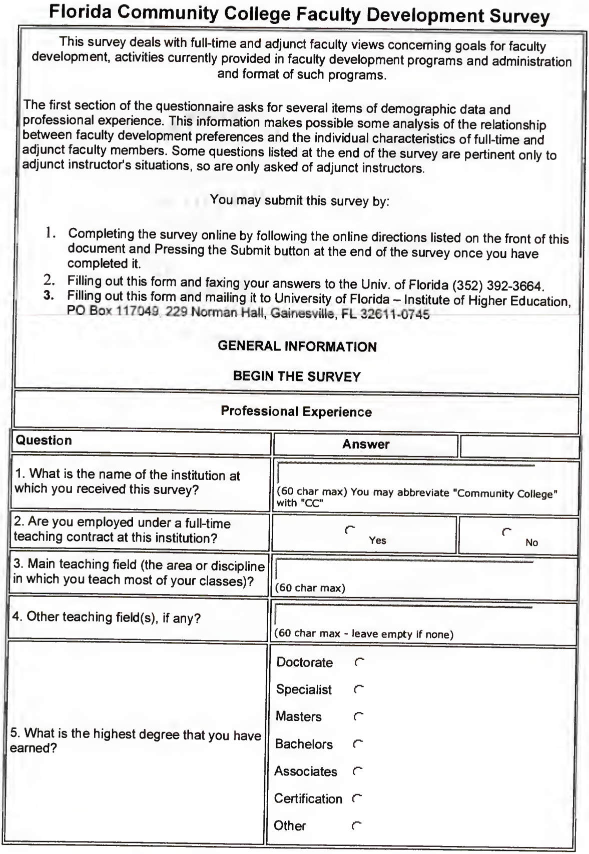
36. Participation in faculty development activities should be:
___ always voluntary
___ required, as determined in consultation with dean or chairperson
___ some activities required for all, others voluntary

37. Most attractive to me as a reward for participation is:
___ payment of travel and workshop expenses
___ credit towards promotion
___ graduate credit awarded by a cooperating university
___ a pay incentive for participation
___ a personal feeling of accomplishment and professional growth.

38. The length of activity most appealing to me is:
___ one-half day or less
___ one to three days
___ up to two weeks
___ an extended period away from classroom duties

39. I would prefer that faculty development activities be scheduled:
___ in a designated period prior to the beginning of each term
___ at scattered times throughout the regular school year
___ in the summer

40. Faculty development programs presently available to me are::
___ excellent
___ adequate
___ in need of much improvement



Florida Community College Faculty Development Survey

This survey deals with full-time and adjunct faculty views concerning goals for faculty development, activities currently provided in faculty development programs and administration and format of such programs.

The first section of the questionnaire asks for several items of demographic data and professional experience. This information makes possible some analysis of the relationship between faculty development preferences and the individual characteristics of full-time and adjunct faculty members. Some questions listed at the end of the survey are pertinent only to adjunct instructor's situations, so are only asked of adjunct instructors.

You may submit this survey by:

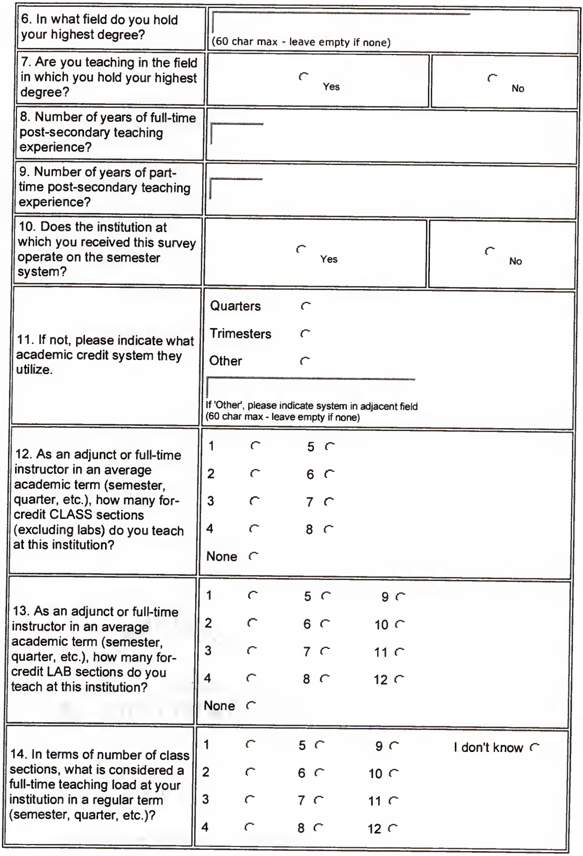
1. Completing the survey online by following the online directions listed on the front of this document and Pressing the Submit button at the end of the survey once you have completed it.
2. Filling out this form and faxing your answers to the Univ. of Florida (352) 392-3664.
3. Filling out this form and mailing it to University of Florida – Institute of Higher Education, PO Box 117049, 229 Norman Hall, Gainesville, FL 32611-0745

GENERAL INFORMATION

BEGIN THE SURVEY

Professional Experience

Question	**Answer**	
1. What is the name of the institution at which you received this survey?	(60 char max) You may abbreviate "Community College" with "CC"	
2. Are you employed under a full-time teaching contract at this institution?	○ Yes	○ No
3. Main teaching field (the area or discipline in which you teach most of your classes)?	(60 char max)	
4. Other teaching field(s), if any?	(60 char max - leave empty if none)	
5. What is the highest degree that you have earned?	Doctorate ○ Specialist ○ Masters ○ Bachelors ○ Associates ○ Certification ○ Other ○	



6. In what field do you hold your highest degree?	(60 char max - leave empty if none)	
7. Are you teaching in the field in which you hold your highest degree?	○ Yes	○ No
8. Number of years of full-time post-secondary teaching experience?		
9. Number of years of part-time post-secondary teaching experience?		
10. Does the institution at which you received this survey operate on the semester system?	○ Yes	○ No
11. If not, please indicate what academic credit system they utilize.	Quarters ○ Trimesters ○ Other ○ If 'Other', please indicate system in adjacent field (60 char max - leave empty if none)	
12. As an adjunct or full-time instructor in an average academic term (semester, quarter, etc.), how many for-credit CLASS sections (excluding labs) do you teach at this institution?	1 ○ 5 ○ 2 ○ 6 ○ 3 ○ 7 ○ 4 ○ 8 ○ None ○	
13. As an adjunct or full-time instructor in an average academic term (semester, quarter, etc.), how many for-credit LAB sections do you teach at this institution?	1 ○ 5 ○ 9 ○ 2 ○ 6 ○ 10 ○ 3 ○ 7 ○ 11 ○ 4 ○ 8 ○ 12 ○ None ○	
14. In terms of number of class sections, what is considered a full-time teaching load at your institution in a regular term (semester, quarter, etc.)?	1 ○ 5 ○ 9 ○ I don't know ○ 2 ○ 6 ○ 10 ○ 3 ○ 7 ○ 11 ○ 4 ○ 8 ○ 12 ○	

15. What is your current teaching load (number of class sections you are teaching) at this institution?	1 ○ 5 ○ 9 ○ 2 ○ 6 ○ 10 ○ 3 ○ 7 ○ 11 ○ 4 ○ 8 ○ 12 ○ None ○	
16. Are you teaching as an instructor at any other higher education institutions?	○ Yes	○ No
17. If yes to question 16, please tell us the total number of class sections that you are teaching at all higher education institutions, including this one.	1 ○ 6 ○ 11 ○ 2 ○ 7 ○ 12 ○ 3 ○ 8 ○ 13 ○ 4 ○ 9 ○ 14 ○ 5 ○ 10 ○ 15 ○ None ○	
18. What is your desired position in higher education ten years from now? (Mark one)	An adjunct teaching position ○ A full-time teaching position ○ Chairperson of department or division ○ Other administrative position in a community college ○ Employment at a university ○ None ○ Other ○	
19. What is your current age (years)?		
20. What is your gender?	Male ○ Female ○	
21. Please indicate your ethnic classification. (Mark one)	Caucasian ○ African-American ○ Hispanic ○ Asian ○ Native American ○ Pacific Islander ○	

Goals of Faculty Development
Below is a list of prospective goals for faculty development programs. Using the provided categories, please indicate how you would rate each item's importance to your own professional development. Then, for each item you definitely consider to be a goal of the faculty development program in your institution, place a mark in the space provided for that purpose.

Faculty Development Program	**Important to you**
22. Enhance/Expand classroom teaching and learning techniques (online instruction, collaborative learning, using case studies, small groups, etc.)	Highly Important ○ Moderately Important ○ Minimally Important ○ Unimportant ○
23. Helping faculty adapt their teaching to changing social and economic conditions in the community and world.	Highly Important ○ Moderately Important ○ Minimally Important ○ Unimportant ○
24. Providing an understanding of the institution's policies, procedures, and decision-making processes.	Highly Important ○ Moderately Important ○ Minimally Important ○ Unimportant ○
25. Facilitating the faculty's effective use of available instructional resources, technology, and services.	Highly Important ○ Moderately Important ○ Minimally Important ○ Unimportant ○
26. Enhancing the faculty member's knowledge in his or her subject area.	Highly Important ○ Moderately Important ○ Minimally Important ○ Unimportant ○

27. Helping faculty to understand their own institution's mission and goals.	Highly Important ○ Moderately Important ○ Minimally Important ○ Unimportant ○	Goal of institution? ☐
28. Creating harmonious working relationships among departments and divisions.	Highly Important ○ Moderately Important ○ Minimally Important ○ Unimportant ○	Goal of institution? ☐
29. Improvement of human relations skills.	Highly Important ○ Moderately Important ○ Minimally Important ○ Unimportant ○	Goal of institution? ☐
30. Increasing faculty member's knowledge of the characteristics of his or her students, and helping them use that knowledge to provide better instruction.	Highly Important ○ Moderately Important ○ Minimally Important ○ Unimportant ○	Goal of institution? ☐
31. Familiarizing faculty with the distinctive role of the community college.	Highly Important ○ Moderately Important ○ Minimally Important ○ Unimportant ○	Goal of institution? ☐
32. Helping faculty members cope with personal needs.	Highly Important ○ Moderately Important ○ Minimally Important ○ Unimportant ○	Goal of institution? ☐

33. Keeping faculty members informed about administrative decisions affecting them and their work.	Highly Important ○ Moderately Important ○ Minimally Important ○ Unimportant ○	Goal of institution? ☐

Faculty Development Activities

Below is a list of prospective activities for faculty development programs. Using the provided categories, please indicate how you would rate each item's importance to your own professional development. Then, for each item you consider to be available to you in the faculty development program at your institution, and for each activity in which you think that adjunct instructors should be included, place a mark in the spaces provided for each purpose.

Faculty Development Activities	**Desirable for you**	Available to you at your institution? (check box if "yes")	Should this activity include adjunct instructors (check box if "yes")?
34. Individual development plans, reviewed annually with Dean or Chairperson.	Highly Desirable ○ Moderately Desirable ○ Minimally Desirable ○ Undesirable ○	Available to you? ☐	Include Adjuncts? ☐
35. Consultant visits to campus.	Highly Desirable ○ Moderately Desirable ○ Minimally Desirable ○ Undesirable ○	Available to you? ☐	Include Adjuncts? ☐
36. Retreats.	Highly Desirable ○ Moderately Desirable ○ Minimally Desirable ○ Undesirable ○	Available to you? ☐	Include Adjuncts? ☐

37. Observation and critique of teaching by full or part time faculty colleagues / peer groups.	Highly Desirable ○ Moderately Desirable ○ Minimally Desirable ○ Undesirable ○	Available to you? ☐	Include Adjuncts? ☐
38. On-campus workshops on topics of interest to faculty in their professional roles.	Highly Desirable ○ Moderately Desirable ○ Minimally Desirable ○ Undesirable ○	Available to you? ☐	Include Adjuncts? ☐
39. Travel money to attend professional meetings.	Highly Desirable ○ Moderately Desirable ○ Minimally Desirable ○ Undesirable ○	Available to you? ☐	Include Adjuncts? ☐
40. Graduate courses for credit, offered on your own campus, or on a nearby university campus.	Highly Desirable ○ Moderately Desirable ○ Minimally Desirable ○ Undesirable ○	Available to you? ☐	Include Adjuncts? ☐
41. Videotaping and review of practice teaching sessions with full or part-time faculty colleagues.	Highly Desirable ○ Moderately Desirable ○ Minimally Desirable ○ Undesirable ○	Available to you? ☐	Include Adjuncts? ☐
42. Financial support for advanced graduate study and/or discipline-related research activities.	Highly Desirable ○ Moderately Desirable ○ Minimally Desirable ○ Undesirable ○	Available to you? ☐	Include Adjuncts? ☐

43. Formal evaluation of teaching by chairperson or dean.	Highly Desirable ○ Moderately Desirable ○ Minimally Desirable ○ Undesirable ○	Available to you? ☐	Include Adjuncts? ☐
44. Groups formed for sharing personal experiences and problems related to the roles of faculty members.	Highly Desirable ○ Moderately Desirable ○ Minimally Desirable ○ Undesirable ○	Available to you? ☐	Include Adjuncts? ☐
45. Student evaluation of instruction.	Highly Desirable ○ Moderately Desirable ○ Minimally Desirable ○ Undesirable ○	Available to you? ☐	Include Adjuncts? ☐
46. Access to professional development materials in the campus library (materials that relate either to your discipline and/or teaching and learning strategies).	Highly Desirable ○ Moderately Desirable ○ Minimally Desirable ○ Undesirable ○	Available to you? ☐	Include Adjuncts? ☐
47. Orientation programs for faculty new to the school.	Highly Desirable ○ Moderately Desirable ○ Minimally Desirable ○ Undesirable ○	Available to you? ☐	Include Adjuncts? ☐
48. Career planning workshops to assist faculty members in planning for future professional endeavors.	Highly Desirable ○ Moderately Desirable ○ Minimally Desirable ○ Undesirable ○	Available to you? ☐	Include Adjuncts? ☐

49. Life-planning workshops to provide information about financial planning and retirement planning.	Highly Desirable ○ Moderately Desirable ○ Minimally Desirable ○ Undesirable ○	Available to you? ☐	Include Adjuncts? ☐
50. Campus office for instructional development, offering professional expertise to aid faculty.	Highly Desirable ○ Moderately Desirable ○ Minimally Desirable ○ Undesirable ○	Available to you? ☐	Include Adjuncts? ☐

Administration and Format

For each item below, please mark the response that is most appealing to you.

Item	
51. I would prefer to attend events involving:	Little or no travel ○ Some travel ○ Much travel ○
52. Participation in faculty development activities for full-time instructors, should be:	Always voluntary ○ Required, as determined in consultation with dean or chairperson ○ Some activities required for all, others voluntary ○
53. Participation in faculty development activities for adjunct instructors, should be:	Always voluntary ○ Required, as determined in consultation with dean or chairperson ○ Some activities required for all, others voluntary ○

54. Most attractive to me as a reward for participation in faculty development activities is (choose two):	Payment for travel and workshop expenses ☐ Credit towards promotion ☐ Graduate credit awarded by a university ☐ Stipend (pay incentive) ☐ Personal feeling of accomplishment ☐
55. The length of activity most appealing to me is:	One-half Day or Less ○ One to Three Days ○ One Week ○ Up to Two weeks ○
56. I would prefer that faculty development activities be scheduled:	In a designated period prior to the beginning of each term ○ At scattered times throughout the regular school year ○ In the summer ○
57. I would prefer that faculty development activities occur:	During the day ○ During the evening ○ On the weekends ○
58. The number of faculty development programs presently available to me are:	Excellent ○ Adequate ○ Limited ○ None are available ○

Please feel free to make additional comments about anything in the box below. To help us, please refer to the specific question number with each comment.

If you are **full-time faculty** (*not an adjunct instructor*), you have **finished** this survey. Please scroll down to the Submit button to submit your responses (Online users) or Mail or fax immediately to the address or phone number on the first page.

If you are an **Adjunct Instructor**, please continue answering the following questions. Click the Submit button when finished (Online users) or Mail or fax immediately to the address or phone on the first page.

59. Years employed as an adjunct instructor at this institution?		
60. Are you teaching full-time at any K-12 school?	○ Yes	○ No
61. Do you work full-time in any other position?	○ Yes	○ No
62. If yes to 61, what field do you work in?	(60 char max - leave empty if none)	

APPENDIX I
ANOVA TABLES

Table I-1. ANOVA of Between-Subjects for Institutions Goal 22 for FT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	403.060	1	403.060	544.049	0.000
SIZE	15.715	17	0.924	1.248	0.254
Error	50.378	68	0.741		

Table I-2. ANOVA of Between-Subjects for Institutions Goal 23 for FT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	278.580	1	278.580	369.645	0.000
SIZE	10.811	17	0.636	0.844	0.639
Error	50.378	68	0.741		

Table I-3ANOVA of Between-Subjects for Institutions Goal 24 for FT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	299.454	1	299.454	419.030	0.000
SIZE	8.440	17	0.496	0.695	0.797
Error	50.378	68	0.741		

Table I-4. ANOVA of Between-Subjects for Institutions Goal 25 for FT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	454.686	1	454.686	1295.147	0
SIZE	5.441	17	0.32	0.912	0.564
Error	50.378	68	0.741		

Table I-5. ANOVA of Between-Subjects for Institutions Goal 26 for FT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	448.277	1	448.277	1543.857	0
SIZE	4.593	17	0.27	0.93	0.543
Error	50.378	68	0.741		

Table I-6. ANOVA of Between-Subjects for Institutions Goal 27 for FT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	311.403	1	311.403	390.715	0
SIZE	8.513	17	0.501	0.628	0.858
Error	50.378	68	0.741		

Table I-7. ANOVA of Between-Subjects for Institutions Goal 28 for FT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	327.273	1	327.273	619.02	0
SIZE	10.374	17	0.61	1.154	0.325
Error	50.378	68	0.741		

Table I-8. ANOVA of Between-Subjects for Institutions Goal 29 for FT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	353.694	1	353.694	532.966	0
SIZE	17.71	17	1.042	1.57	0.098
Error	50.378	68	0.741		

Table I-9. ANOVA of Between-Subjects for Institutions Goal 30 for FT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	359.67	1	359.67	784.774	0
SIZE	8.567	17	0.504	1.1	0.373
Error	50.378	68	0.741		

Table I-10. ANOVA of Between-Subjects for Institutions Goal 31 for FT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	293.979	1	293.979	402.303	0
SIZE	10.635	17	0.626	0.856	0.625
Error	50.378	68	0.741		

Table I-11. ANOVA of Between-Subjects for Institutions Goal 32 for FT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	231.001	1	231.001	271.613	0
SIZE	8.726	17	0.513	0.604	0.878
Error	50.378	68	0.741		

Table I-12. ANOVA of Between-Subjects for Institutions Goal 33 for FT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	466.539	1	366.539	966.266	0
SIZE	4.482	17	0.264	0.546	0.918
Error	50.378	68	0.741		

Table I-13. ANOVA of Between-Subjects for Institutions Goal 22 for PT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	323.541	1	323.541	454.167	0
SIZE	8.778	11	0.798	1.12	0.36
Error	47.017	66	0.712		

Table I-14. ANOVA of Between-Subjects for Institutions Goal 23 for PT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	304.909	1	304.909	401.911	0
SIZE	7.416	11	0.674	0.889	0.556
Error	50.071	66	0.759		

Table I-15. ANOVA of Between-Subjects for Institutions Goal 24 for PT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	272.41	1	272.41	477.895	0
SIZE	9.558	11	0.869	1.524	0.144
Error	37.621	66	0.57		

Table I-16. ANOVA of Between-Subjects for Institutions Goal 25 for PT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	402.326	1	402.326	1071.49	0
SIZE	5.898	11	0.536	1.428	0.182
Error	24.782	66	0.375		

Table I-17. ANOVA of Between-Subjects for Institutions Goal 26 for PT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	406.181	1	406.181	588.874	0
SIZE	5.822	11	0.529	0.767	0.671
Error	45.524	66	0.69		

Table I-18. ANOVA of Between-Subjects for Institutions Goal 27 for PT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	330.052	1	330.052	561.641	0
SIZE	8.202	11	0.746	1.269	0.262
Error	38.785	66	0.588		

Table I-19. ANOVA of Between-Subjects for Institutions Goal 28 for PT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	306.394	1	306.394	480.723	0
SIZE	8.652	11	0.787	1.234	0.283
Error	42.066	66	0.637		

Table I-20. ANOVA of Between-Subjects for Institutions Goal 29 for PT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	333.635	1	333.635	760.682	0
SIZE	9.937	11	0.903	2.06	0.036
Error	28.948	66	0.439		

Table I-21. ANOVA of Between-Subjects for Institutions Goal 30 for PT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	431.683	1	431.683	1091.178	0
SIZE	4.108	11	0.373	0.944	0.505
Error	26.11	66	0.396		

Table I-22. ANOVA of Between-Subjects for Institutions Goal 31 for PT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	312.528	1	312.528	551.608	0
SIZE	4.721	11	0.429	0.758	0.68
Error	37.394	66	0.567		

Table I-23. ANOVA of Between-Subjects for Institutions Goal 32 for PT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	207.442	1	207.442	336.846	0
SIZE	7.009	11	0.637	1.035	0.427
Error	40.645	66	0.616		

Table I-24. ANOVA of Between-Subjects for Institutions Goal 33 for PT Math

Source	SSE	df	Mean Sq	F	Sig
Intercept	441.319	1	441.319	815.778	0
SIZE	7.167	11	0.652	1.204	0.302
Error	35.705	66	0.541		

Table I-25. ANOVA of Between-Subjects for Institutions Goal 22 for FT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	384.6	1	384.6	1060.22	0
SIZE	4.289	15	0.286	0.788	0.682
Error	14.147	39	0.363		

Table I-26. ANOVA of Between-Subjects for Institutions Goal 23 for FT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	323.865	1	323.865	788.141	0
SIZE	7.356	15	0.49	1.193	0.317
Error	16.026	39	0.411		

Table I-27. ANOVA of Between-Subjects for Institutions Goal 24 for FT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	322.939	1	322.939	534.205	0
SIZE	7.805	15	0.52	0.861	0.609
Error	23.576	39	0.605		

Table I-28. ANOVA of Between-Subjects for Institutions Goal 25 for FT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	380.454	1	380.454	943.515	0
SIZE	3.474	15	0.232	0.574	0.877
Error	15.726	39	0.403		

Table I-29. ANOVA of Between-Subjects for Institutions Goal 26 for FT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	420.881	1	420.881	1730.731	0
SIZE	2.952	15	0.197	0.809	0.661
Error	9.484	39	0.243		

Table I-30. ANOVA of Between-Subjects for Institutions Goal 27 for FT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	324.955	1	324.955	651.04	0
SIZE	4.279	15	0.285	0.572	0.879
Error	19.466	39	0.499		

Table I-31. ANOVA of Between-Subjects for Institutions Goal 27 for FT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	324.955	1	324.955	651.04	0
SIZE	4.279	15	0.285	0.572	0.879
Error	19.466	39	0.499		

Table I-32. ANOVA of Between-Subjects for Institutions Goal 29 for FT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	316.896	1	316.895	522.88	0
SIZE	4.8	15	0.32	0.528	0.909
Error	23.636	39	0.606		

Table I-33. ANOVA of Between-Subjects for Institutions Goal 30 for FT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	384.907	1	384.907	1277.841	0
SIZE	4.98	15	0.332	1.102	0.386
Error	11.747	39	0.301		

Table I-34. ANOVA of Between-Subjects for Institutions Goal 31 for FT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	294.521	1	294.521	410.017	0
SIZE	6.968	15	0.465	0.647	0.818
Error	28.014	39	0.718		

Table I-35. ANOVA of Between-Subjects for Institutions Goal 32 for FT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	217.521	1	217.521	238.664	0
SIZE	6.891	15	0.459	0.504	0.923
Error	35.545	39	0.911		

Table I-36. ANOVA of Between-Subjects for Institutions Goal 33 for FT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	383.999	1	383.999	858.464	0
SIZE	4.082	15	0.272	0.608	0.85
Error	17.445	39	0.477		

Table I-37. ANOVA of Between-Subjects for Institutions Goal 22 for PT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	312.71	1	312.71	1250.841	0
SIZE	5.669	15	0.378	1.512	0.188
Error	5.25	21	0.25		

Table I-38. ANOVA of Between-Subjects for Institutions Goal 23 for PT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	302.646	1	302.646	1412.346	0
SIZE	6.743	15	0.45	2.098	0.058
Error	4.5	21	0.214		

Table I-39. ANOVA of Between-Subjects for Institutions Goal 24 for PT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	248.585	1	248.585	430.539	0
SIZE	7.875	15	0.525	0.909	0.567
Error	12.125	21	0.577		

Table I-40. ANOVA of Between-Subjects for Institutions Goal 25 for PT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	305.83	1	305.83	581.654	0
SIZE	4.202	15	0.28	0.533	0.893
Error	11.042	21	0.526		

Table I-41. ANOVA of Between-Subjects for Institutions Goal 26 for PT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	344.376	1	344.376	1995.004	0
SIZE	3.186	15	0.212	1.23	0.324
Error	3.625	21	0.173		

Table I-42. ANOVA of Between-Subjects for Institutions Goal 27 for PT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	232.408	1	232.408	555.136	0
SIZE	7.533	15	0.502	1.2	0.343
Error	8.792	21	0.419		

Table I-43. ANOVA of Between-Subjects for Institutions Goal 28 for PT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	241.644	1	241.644	382.982	0
SIZE	9.777	15	0.652	1.033	0.463
Error	13.25	21	0.631		

Table I-44. ANOVA of Between-Subjects for Institutions Goal 29 for PT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	239.621	1	239.621	706.25	0
SIZE	5.145	15	0.343	1.011	0.48
Error	7.125	21	0.339		

Table I-45. ANOVA of Between-Subjects for Institutions Goal 30 for PT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	308.115	1	308.115	1252.338	0
SIZE	7.536	15	0.502	2.042	0.065
Error	5.167	21	0.246		

Table I-46. ANOVA of Between-Subjects for Institutions Goal 31 for PT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	218.7	1	218.7	612.36	0
SIZE	8.5	15	0.567	1.587	0.162
Error	7.5	21	0.357		

Table I-47. ANOVA of Between-Subjects for Institutions Goal 32 for PT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	153.163	1	153.163	173.47	0
SIZE	10.539	15	0.703	0.796	0.67
Error	18.542	21	0.883		

Table I-48. ANOVA of Between-Subjects for Institutions Goal 33 for PT Communications

Source	SSE	df	Mean Sq	F	Sig
Intercept	299.027	1	299.027	918.96	0
SIZE	6.41	15	0.427	1.313	0.277
Error	6.833	21	0.325		

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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

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